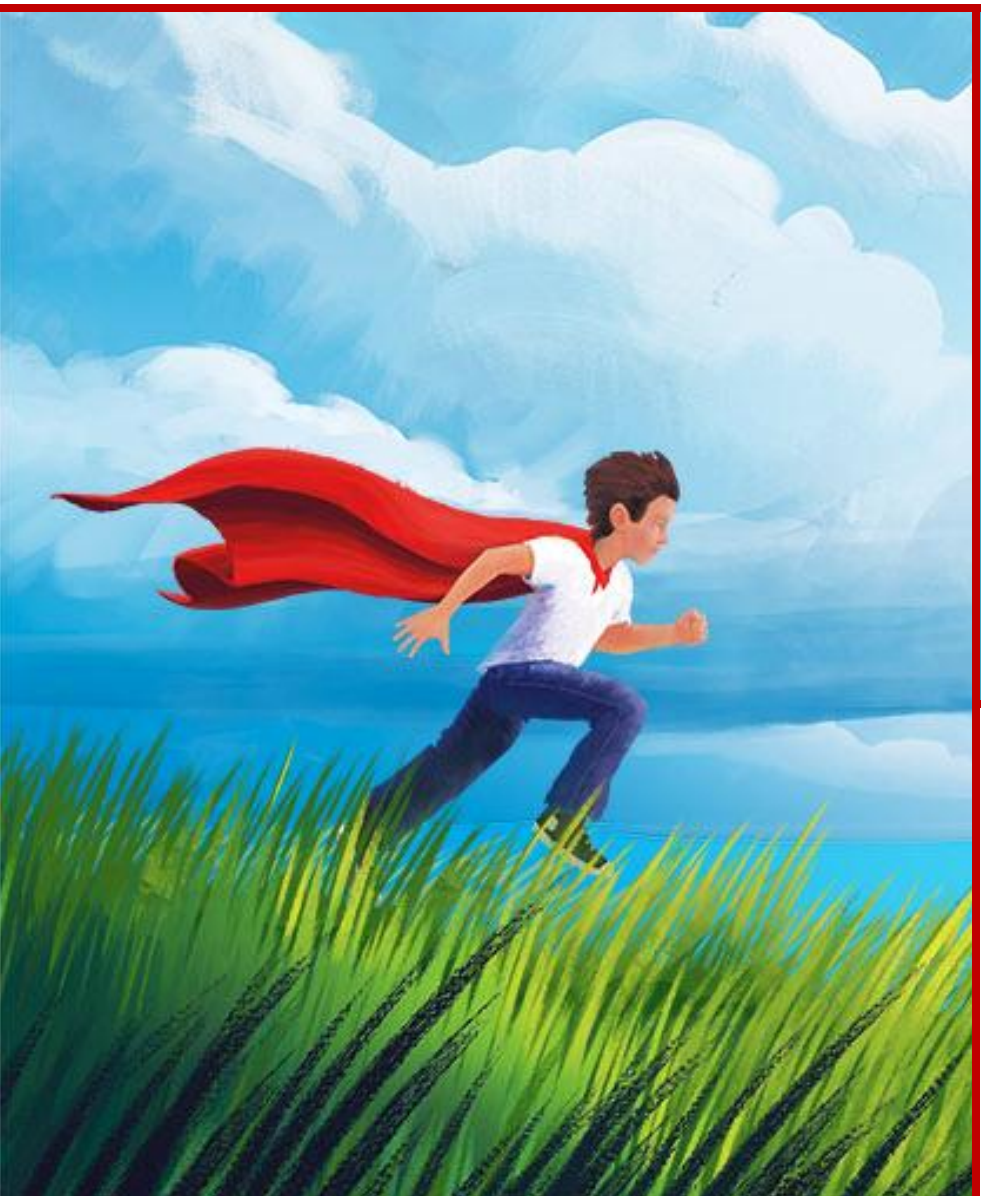
March 13, 2017

A proposal to Arkansas Department of Education

ARKANSAS DEPARTMENT OF EDUCATION

K-2 Assessment
RFP # SP-17-0017R



REDACTED

Istation

8150 North Central Expressway
Dallas, Texas 75206

+1.866.883.7323
www.istation.com

STATE OF ARKANSAS
OFFICE OF STATE PROCUREMENT
1509 West 7th Street, Room 300
Little Rock, Arkansas 72201-4222

TECHNICAL PROPOSAL PACKET
SP-17-0017R

CAUTION TO VENDOR

Vendor's failure to submit required items and/or information as specified in the *Bid Solicitation Document* **shall** result in disqualification.

STATE OF ARKANSAS

OFFICE OF STATE PROCUREMENT
1509 West 7th Street, Room 300
Little Rock, Arkansas 72201-4222

PROPOSAL SIGNATURE PAGE

Type or Print the following information.

RESPONDENT'S INFORMATION					
Company:	Imagination Station, Inc. dba Istation				
Address:	8150 N Central Expressway, Suite 2000				
City:	Dallas	State:	TX	Zip Code:	75206
Business Designation:	☐ Individual ☐ Sole Proprietorship ☐ Public Service Corp ☐ Partnership ☒ Corporation ☐ Nonprofit				
Minority Designation: *See Minority Business Policy*	☒ Not Applicable ☐ African American ☐ Hispanic American ☐ Pacific Islander American ☐ American Indian ☐ Asian American ☐ Service Disabled Veteran				
	AR Minority Certification #: _____ Service Disabled Veteran Certification #: _____				

VENDOR CONTACT INFORMATION *Provide contact information to be used for bid solicitation related matters.*			
Contact Person:	Sandra K. Thomas	Title:	President and COO
Phone:	214-237-9300	Alternate Phone:	866-883-7323
Email:	proposals@istation.com		

CONFIRMATION OF REDACTED COPY

☒ YES, a redacted copy of submission documents is enclosed.
☐ NO, a redacted copy of submission documents is not enclosed. I understand a full copy of non-redacted submission documents will be released if requested.

*Note: If a redacted copy of the submission documents is not provided with vendor's response packet, and neither box is checked, a copy of the non-redacted documents, with the exception of financial data (other than pricing), **shall** be released in response to any request made under the Arkansas Freedom of Information Act (FOIA). See Bid Solicitation for additional information.*

An official authorized to bind the vendor to a resultant contract must sign below.

The signature below signifies agreement that either of the following **shall cause the vendor's proposal to be disqualified:**

- Additional terms or conditions submitted in their proposal, whether submitted intentionally or inadvertently.
- Any exception that conflicts with a Requirement of this *Bid Solicitation.*

Authorized Signature: Sandra K. Thomas *Use Ink Only.* **Title:** President & COO

Printed/Typed Name: Sandra K. Thomas **Date:** 3/9/17

SECTION 1 - VENDOR AGREEMENT AND COMPLIANCE

- *Any requested exceptions to items in this section which are NON-mandatory **must** be declared below or as an attachment to this page. Vendor **must** clearly explain the requested exception, and should label the request to reference the specific solicitation item number to which the exception applies.*
- *Exceptions to Requirements **shall** cause the vendor's proposal to be disqualified.*

By signature below, vendor agrees to and **shall** fully comply with all Requirements as shown in this section of the bid solicitation.

Authorized Signature: Sandra K. Thomas
Use Ink Only.

Printed/Typed Name: Sandra K. Thomas **Date:** 3/9/17

SECTION 2 - VENDOR AGREEMENT AND COMPLIANCE

- *Any requested exceptions to items in this section which are NON-mandatory **must** be declared below or as an attachment to this page. Vendor **must** clearly explain the requested exception, and should label the request to reference the specific solicitation item number to which the exception applies.*
- *Exceptions to Requirements **shall** cause the vendor's proposal to be disqualified.*

By signature below, vendor agrees to and **shall** fully comply with all Requirements as shown in this section of the bid solicitation.

Authorized Signature: Sandra K. Thomas

Use Ink Only.

Printed/Typed Name: Sandra K. Thomas **Date:** 3/9/17

SECTIONS 3, 4, 5 - VENDOR AGREEMENT AND COMPLIANCE

- *Exceptions to Requirements **shall** cause the vendor's proposal to be disqualified.*

By signature below, vendor agrees to and **shall** fully comply with all Requirements as shown in this section of the bid solicitation.

Authorized Signature: Sandra K. Thomas
Use Ink Only.

Printed/Typed Name: Sandra K. Thomas **Date:** 3/9/17

PROPOSED SUBCONTRACTORS FORM

- ***Do not** include additional information relating to subcontractors on this form or as an attachment to this form.*

VENDOR PROPOSES TO USE THE FOLLOWING SUBCONTRACTOR(S) TO PROVIDE SERVICES.

Type or Print the following information

Subcontractor's Company Name	Street Address	City, State, ZIP
Not Applicable		

☒ VENDOR DOES NOT PROPOSE TO USE SUBCONTRACTORS TO PERFORM SERVICES.

By signature below, vendor agrees to and **shall** fully comply with all Requirements related to subcontractors as shown in the bid solicitation.

Authorized Signature: Sandra K. Thomas
Use Ink Only.

Printed/Typed Name: Sandra K. Thomas **Date:** 3/9/17

INFORMATION FOR EVALUATION

- *Provide a response to each item/question in this section. Vendor may expand the space under each item/question to provide a complete response.*
- ***Do not** include additional information if not pertinent to the itemized request.*

	CRITERIA	Maximum RAW Score Available
E.1	**Assessment**	
A	Describe in detail the Company experience (including subcontractors) with the development and delivery of K-2 Assessments	5
B	Describe in detail your adaptive assessment including how the test items adapt to the examinee's ability level.	5
C	Describe and provide evidence on how the assessment measures the depth and breadth of the Arkansas State Standards in ELA and mathematics at grades K-2.	5
D	Describe the process on how items that are not aligned to Arkansas State Standards in ELA and mathematics at grades K-2, will not appear on an Arkansas test.	5
E	Describe how long each assessment administration takes (for both ELA and mathematics) and how many administrations are recommended to be given to students throughout the year. Further describe the flexibility in administration that allows students to test at various times/days within a classroom.	5
F	Describe how Lexile measures are used in student reporting.	5
G	Describe in detail how a student receiving a measure of grade level student performance is determined.	5
H	Describe how the assessment tool is a psychometrically sound criterion-referenced assessment based on universal design principles that also measure achievement of diverse populations of students. Further explain your plan to renew test items and development.	5
E.2	**Accommodations**	
A	Describe in detail the accessibility features and/or accommodations that are available.	5
E.3	**Online System Requirements (Information Technology Platform)**	
A	Describe how the test platform ensures test security and that students aren't able to access other programs, internet, or apps while testing.	5
B	Explain the infrastructure in place that will protect data in cases of power outages and cyber threats.	5
C	Describe your plan to handle updates to outside browsers and operating system updates.	5
D	Describe what hardware, operating systems, and browsers are supported by your assessment.	5
E	Describe your plan to minimize bandwidth needed to administer the assessment.	5
E.4	**Test Administration Manual/Test Administration Guidelines**	
A	Provide an example(s) (electronic or paper) of a Test Administration Manual or test administration guideline documents.	5
B	Describe in detail how school personnel prepares for test administration including, but no limited to, how to upload students, how to set up test sessions, how to stop and start tests, how to transfer students between schools and districts, and how to obtain student log in information.	5
C	Describe procedures on maintaining test security.	5
E.5	**Report Interpretation Guide**	
A	Provide an example of a Report Interpretation Guide in English (electronic or paper).	5
E.6	**Test Administration**	
A	Describe how your company will ensure quality assurance over all testing materials.	5
B	Describe your plan to maintain the assessment system.	5
C	Describe your plan to maintain ensure data security and follow all FERPA requirements.	5
E.7	**Reporting**	

A	Describe and provide examples of K-2 Individual Student Report (ISR).	5
B	Describe and provide examples of K-2 Classroom Reports.	5
C	Describe and provide examples of K-2 school and district aggregate reports.	5
D	Describe and provide examples of a state data file that will be provided after testing.	5
E.8	**Training**	
A	Describe in detail your plan to train Arkansas teachers to prepare for test administration, administer the assessment, obtain test reports, interpret the test results, analyze data, and monitor student progress over time. In addition, include a summary of staff directly involved with training.	5
E.9	**Support**	
A	Describe your plan on infrastructures/procedures that will be in place that Arkansas teachers may use for technical support if using your assessment.	5
E.10	**Project Schedule**	
A	Describe your plan for the annual planning meeting and the weekly communication with ADE.	5
E.11	**Desired Features**	
A	Provide an explanation if the assessment is able to report mathematics quantile level at each grade.	5
B	Provide an explanation if the assessment is able to report student performance on the following ELA areas that are in the Arkansas dyslexia law: phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills.	5
C	Describe and provide examples of any additional K-2 reports.	5
	TOTAL POINTS	**155**

CONTRACT AND GRANT DISCLOSURE AND CERTIFICATION FORM

F-1

Failure to complete all of the following information may result in a delay in obtaining a contract, lease, purchase agreement, or grant award with any Arkansas State Agency.

SOCIAL SECURITY NUMBER	FEDERAL ID NUMBER	SUBCONTRACTOR:	SUBCONTRACTOR NAME:
TAXPAYER ID #: -- --	OR 75 — 2805901	☐ Yes ☒ No	

IS THIS FOR:

TAXPAYER ID NAME: Imagination Station, Inc. dba Istation ☐ Goods? ☐ Services? ☒ Both?

YOUR LAST NAME: Thomas FIRST NAME: Sandra M.I.: K

ADDRESS: 8150 North Central Expressway, Suite 2000

CITY: Dallas STATE: TX ZIP CODE: 75206 — COUNTRY: USA

AS A CONDITION OF OBTAINING, EXTENDING, AMENDING, OR RENEWING A CONTRACT, LEASE, PURCHASE AGREEMENT, OR GRANT AWARD WITH ANY ARKANSAS STATE AGENCY, THE FOLLOWING INFORMATION MUST BE DISCLOSED:

FOR INDIVIDUALS*

Indicate below if: you, your spouse or the brother, sister, parent, or child of you or your spouse *is* a current or former: member of the General Assembly, Constitutional Officer, State Board or Commission Member, or State Employee:

Position Held	Mark (√)		Name of Position of Job Held [senator, representative, name of board/ commission, data entry, etc.]	For How Long?		What is the person(s) name and how are they related to you? [i.e., Jane Q. Public, spouse, John Q. Public, Jr., child, etc.]	
	Current	Former		From MM/YY	To MM/YY	Person's Name(s)	Relation
General Assembly							
Constitutional Officer							
State Board or Commission Member							
State Employee							

☐ **None of the above applies**

FOR AN ENTITY (BUSINESS)*

Indicate below if any of the following persons, current or former, hold any position of control or hold any ownership interest of 10% or greater in the entity: member of the General Assembly, Constitutional Officer, State Board or Commission Member, State Employee, or the spouse, brother, sister, parent, or child of a member of the General Assembly, Constitutional Officer, State Board or Commission Member, or State Employee. Position of control means the power to direct the purchasing policies or influence the management of the entity.

Position Held	Mark (√)		Name of Position of Job Held [senator, representative, name of board/commission, data entry, etc.]	For How Long?		What is the person(s) name and what is his/her % of ownership interest and/or what is his/her position of control?		
	Current	Former		From MM/YY	To MM/YY	Person's Name(s)	Ownership Interest (%)	Position of Control
General Assembly								
Constitutional Officer								
State Board or Commission Member								
State Employee								

☒ **None of the above applies**

NOTE: *PLEASE LIST ADDITIONAL DISCLOSURES ON SEPARATE SHEET OF PAPER IF MORE SPACE IS NEEDED*

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CONTRACT AND GRANT DISCLOSURE AND CERTIFICATION FORM

Failure to make any disclosure required by Governor's Executive Order 98-04, or any violation of any rule, regulation, or policy adopted pursuant to that Order, shall be a material breach of the terms of this contract. Any contractor, whether an individual or entity, who fails to make the required disclosure or who violates any rule, regulation, or policy shall be subject to all legal remedies available to the agency.

As an additional condition of obtaining, extending, amending, or renewing a contract with a *state agency* I agree as follows:

1. Prior to entering into any agreement with any subcontractor, prior or subsequent to the contract date, I will require the subcontractor to complete a **CONTRACT AND GRANT DISCLOSURE AND CERTIFICATION FORM**. Subcontractor shall mean any person or entity with whom I enter an agreement whereby I assign or otherwise delegate to the person or entity, for consideration, all, or any part, of the performance required of me under the terms of my contract with the state agency.

2. I will include the following language as a part of any agreement with a subcontractor:

   Failure to make any disclosure required by Governor's Executive Order 98-04, or any violation of any rule, regulation, or policy adopted pursuant to that Order, shall be a material breach of the terms of this subcontract. The party who fails to make the required disclosure or who violates any rule, regulation, or policy shall be subject to all legal remedies available to the contractor.

3. No later than ten (10) days after entering into any agreement with a subcontractor, whether prior or subsequent to the contract date, I will mail a copy of the **CONTRACT AND GRANT DISCLOSURE AND CERTIFICATION FORM** completed by the subcontractor and a statement containing the dollar amount of the subcontract to the state agency.

I certify under penalty of perjury, to the best of my knowledge and belief, all of the above information is true and correct and that I agree to the subcontractor disclosure conditions stated herein.

Signature Sandra K. Thomas Title President & COO Date 3-9-2017

Entity Contact Person Sandra K. Thomas Title President & COO Phone No. 866-883-7323

AGENCY USE ONLY

Agency Number_____ Agency Name_____ Agency Contact Person_____ Contact Phone No._____ Contract or Grant No._____

FORMS AVAILABLE FROM OFFICE OF DISCLOSURE AND REVIEW (501) 682-5407

**NOTE: PLEASE LIST ADDITIONAL DISCLOSURES ON SEPARATE SHEET OF PAPER IF MORE SPACE IS NEEDED*

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[redacted]

Diversity

Equal Employment Opportunity Statement

[redacted]

RESPONSE

regarding

INFORMATION FOR EVALUATION

Arkansas Department of Education
K-2 Assessment
Bid No. SP17-0017R

Submitted by:

8150 North Central Expressway
Dallas, TX 75206
+1.866.883.7323

March 13, 2017

Istation presents to the Arkansas Department of Education a solution to the state's need for a K-2 Assessment System that measures student performance and growth on the Arkansas English Language Arts (ELA) and mathematics standards for grades K-2 as described in RFQ SP-17-0017R.

Istation Reading Assessment

ISIP Early Reading (ER) is designed for students in grades Pre-Kindergarten through 3rd grade and provides growth information in the five critical domains of early reading: phonemic awareness, alphabetic knowledge and skills, fluency, vocabulary and comprehension. It is designed to (a) identify children at risk for reading difficulties, (b) provide automatic continuous progress monitoring of skills that are predictors of later reading success, and (c) provide immediate and automatic linkage of assessment data to student learning needs, which facilitates differentiated instruction. ISIP ER has been designed to automatically provide continuous measurement of student progress throughout the school year in all the critical areas of early reading, including phonemic awareness, alphabetic knowledge and skills, fluency, vocabulary and comprehension.

Istation's Indicators of Progress Early Reading (ISIP ER) assessments are administered three times a year (Beginning, Middle & End) as a screener and automatically each month for progress monitoring. These assessments provide data to teachers and other school personnel through easy- to-interpret, web-based reports that detail student strengths and deficits. The reports also provide links to teaching resources and data that allows teachers to easily make informed decisions regarding each student's response to targeted reading instruction and intervention strategies.

Istation Math Assessment

Istation provides a formative assessment and universal screener through both our patented Istation's Indicator of Progress (ISIP) Early Math and ISIP Math. ISIP Early Math for students in PreK- 1st grade measures: number sense, operations, geometry, algebra & algebraic thinking, measurement, data analysis, probability and statistics, personal financial literacy & mathematical reasoning.

The assessed construct for the Istation PK-1 universal screener consists of (a) mathematics content and (b) levels of cognitive engagement (National Research Council [NRC], 2001). The mathematics content of the grades PK-1 formative assessment item bank is based on the

Curriculum Focal Points (CFP) (National Council of Teachers of Mathematics [NCTM], 2006), Common Core State Standards for Mathematics (CCSSM) for kindergarten (K)–Grade 1, and state mathematics content standards from California, Texas, Florida, New York, and Virginia.

Information for Evaluation

Assessment

Describe in detail the Company experience (including subcontractors) with the development and delivery of K-2 Assessments.

It all begin in 1999… seven software engineers and business leaders came together and incorporated a company with a single vision – help students learn to read. They named the company Imagination Station aka Istation.

Former teachers and reading specialists were recruited to perform extensive research and develop curriculum while artists, animators and software engineers were brought on board to build a product that would not only meet but exceed all of their goals and expectations.

After extensive reviews and quality testing, Istation Reading was first released in 2002. Since that time several hundreds of instruction hours for grades PreK-8 have been added. As education has changed throughout the years, Istation has changed with it and grown in the process.

Today our former teachers and software engineers work along with other specialists as a team to reach a common goal – increase student literacy rates in English and Spanish. In 2005, three years after the inception of Istation, Dr. Patricia Mathes (from the Institute of Evidence-Based Education at Southern Methodist University) and Dr. Joe Torgesen (from Florida State University and the Florida Center for Reading Research) began researching and developing an online, adaptive reading assessment that would benchmark and monitor student progress in the five critical domains of early reading:

Drs. Patricia Mathes and Joe Torgesen

- Phonemic awareness
- Alphabetic knowledge and skills
- Vocabulary
- Text fluency
- Comprehension

Drs. Mathes and Torgesen worked with several other reading professors and advisors to develop assessment items, field test the items, and conduct studies in reliability, validity, and predictability. They developed the assessment to run automatically once a month and provide extensive reports that would help teachers make data based instructional decisions.

The research was completed and the assessment released in 2007. It became known as the ISIP ER (Istation's Indicators of Progress for Early Reading) assessment. The ISIP AR (Istation's Indicators of Progress for Advanced Reading) was developed, tested, and released soon after.

Istation Math has followed a similar development path as reading. Work began on the ISIP Math assessment with item development by Dr. Ketterlin Geller from Southern Methodist Univeristy. The ISIP Math assessment has been tested extensively and currently tests students in grades K-8. Istation's math curriculum specialists, all who are former teachers and curriculum directors, have been working to build and expand the math program. Currently, students in grades PreK-5 have online instruction in number sense.


Dr. Leane Ketterlin Geller

Istation has a current enrollment of approximately 4.3 million students in 45 states and 4 countries. Hundreds of successful software as a service (SaaS) implementations have taken place since our first release of products and we continue to deliver unparalleled services today in 2017.

Over the past 18 years we have successfully worked with other state Departments of Education in statewide implementations and achieved great success through the partnerships. Istation's proven sign-up, enrollment, and implementation procedures, along with our ability to tailor to specific state needs, have made the multiple statewide and district-level partnerships successful.

Istation provides all programs and support, alleviating the need for subcontractors.

Describe in detail your adaptive assessment including how the test items adapt to the examinee's ability level.

Istation's Indicator of Progress Early Reading (ISIP ER) adaptive assessment adjusts to the examinee's ability level by utilizing an adaptive item algorithm that allows the computer to adjust item difficulty while students are taking the test, quickly zeroing in on ability level.

To identify student's overall reading ability and individual skill ability, the difficulty of questions presented during the assessment changes with every response. If a student answers questions correctly, ISIP presents questions that are more challenging until the student shows mastery or responds with an incorrect answer. When a student answers a question incorrectly, ISIP will present less difficult questions until the student begins answering correctly again. The following chart provides a visual representation of how the adaptive assessment works.

Describe and provide evidence on how the assessment measures the depth and breadth of the Arkansas State Standards in ELA and mathematics at grades K-2.

ISIP ER measures the depth and breadth of the Arkansas State Standards in ELA through the provision of ISIP ER Assessed Skills Continuum. For every ELA standard assessed Istation has an item that correlates. For example:

Domain: Listening Comprehension

Assessed Skill	Item Examples*
Understand the use of frequently occurring: • Nouns • Verbs • Adjectives • Prepositions	**Choose the picture that matches what you hear:** 

For a complete list of examples see attached "Arkansas Skills Continuum"

Describe the process on how items that are not aligned to Arkansas State Standards in ELA and mathematics at grades K-2, will not appear on the Arkansas test.

When Arkansas State Standards in ELA and/or mathematics are revised or new standards are adopted by Arkansas, the Assessment, Research and Curriculum teams review and compare the content of the standards to Istation's current item bank. If the teams find there is new content needed to enhance our item pool to reflect changes in the standards, new items are written. Once the items are written by subject matter experts, the items are then tested with students to gain items difficulty parameters and placed into the item pool.

Describe how long each assessment administration takes (for both ELA and mathematics) and how many administrations are recommended to be given to students throughout the year. Further describe the flexibility in administration that allows students to test at various times/days within a classroom.

ISIP ER (including all subtests) only takes 30 minutes, sometimes less, to be administered to a classroom of students.

ISIP Early Math (PK&K) & ISIP Math administration is not timed; students may take as long as they need, but rarely do they take longer than 15 minutes to complete.

The recommended number of administrations for ISIP is at least three times throughout the year– at the beginning, middle and end of school. These specific testing windows are overlaid on the automated monthly assessment schedule created by Istation. Continuous progress monitoring is conducted through monthly assessments delivered to students with no district staff or teacher intervention.

Since ISIP is an online application, test administration is flexible and may take place at various times during the day on the same day or on multiple days. The assessment may be arranged for an entire classroom to take as part of a scheduled computer lab time or individually as part of a workstation rotation conducted in the classroom. Assessment administration options are endless.

Describe how Lexile measures are used in student reporting.

Students are given a Lexile reader measure monthly following completion of the ISIP ER comprehension subtest. These measures are then used to show individual reading achievements on the Lexile Trend Report. Information presented on this report allows educators to make well- informed, data-driven instructional decisions. It also aids in selecting proper resources from Istation's online Teacher Resource section where teachers are provided with free, targeted resources that correlate with Lexile measures.

Describe in detail how a student receiving a measure of grade level student performance is determined.

Students grade level performance is determined using the performance of students in a 2010-2011 norming group. ISIP's grade level equivalent (GE) represents the grade level and month of the typical score for students taking ISIP Early Reading. If a student receives a GE of 2.4 that means the student earned a score similar to the 50th percentile students in the test's norming group who were in their fourth month of Grade 2.

Normative Data

National norms for ISIP Early Reading (PreK-3), ISIP Early Math (Prek-1), and ISIP Math (2-8) are provided for students. These norms enable teachers and parents to know how their students' scores compare with a nationally representative sample of children in their particular grade, as well as how they compare to these peers in terms of grade level achievement. The norming samples were obtained as part of Istation's ongoing research in assessing reading and mathematics ability.

Samples were drawn from enrolled ISIP Reading and ISIP Math users during the 2014-2015 and 2015-2016 school years. Student percentile ranks were established using the monthly overall reading and math ability indices. For example, if a student scores at the 75th percentile it would mean that the student performed better than 75 percent of the students in the norm group. This allows for student performance to be compared to a reasonable control group, and provide a fair assessment of their reading and math abilities.

Grade Level Equivalencies

Grade Level Equivalencies are scores based on the performance of students in the norming groups. The grade level equivalent (GE) represents the grade level and month of the typical score for students taking ISIP assessments. If a student receives a GE of 2.4, this means that the student earned a score similar to the 40th percentile students in the test's norming group who were in their fourth month of Grade 2.

[redacted]

ISIP assessment item banks are designed to evaluate student performance on skills and expectations outlined in state standards, including the Common Core State Standards. If the ISIP assessments are given on a regular basis, student grade level equivalencies can be used to determine grade level achievement of these standards as compared to the ISIP norming groups.

Grade level equivalencies should be used with other performance information, as well as teacher observation and informal assessments, when determining level of instructional materials used with each student.

Difference Between Ability Index Scores and Grade Level Equivalencies

There are basic differences between Ability Index Scores and Grade Level Equivalencies. The Ability Indices represent a student's performance on a measurement scale of reading or mathematics ability. In contrast, the grade level equivalent represents a student's performance in comparison to students who were in the norming group.

[redacted]

Describe how the assessment tool is a psychometrically sound criterion-referenced assessment based on universal design principles that also measure achievement of diverse populations of students. Further explain your plan to renew test items and development.

To ensure Istation's Indicators of Progress assessments are psychometrically sound and criterion- referenced based on universal design principles, validity and reliability studies were conducted on ISIP ER and ISIP Math. The studies also examined evidence to confirm the assessments measured the achievement of diverse populations of students.

During the 2008-09 school year, a validity and reliability study using ISIP Early Reading was conducted in five elementary schools from a north Texas school district. Data were examined for internal consistency, test-retest reliability, concurrent validity with external measures, including DIBELS, TPRI, AND ITBS, and predictive validity with TAKS. Results show moderate to strong evidence of reliability and validity with regards to phonemic awareness, alphabetic knowledge, vocabulary, and reading comprehension. Research was conducted by Dr. Patricia Mathes, Texas Instruments Foundation Chair in Reading Research and Director of the Institute for Reading Research at Southern Methodist University. ***See attached "ISIP ER Validity" for complete study***

In the Fall of 2016 a study was conducted to determine the appropriateness or technical adequacy of ISIP Math for making screening decisions for students in Kindergarten through Grade 8 based on specific criteria. Data was obtained from three school districts in Texas during the 2015-2016 school year with eight schools and 108 teachers participating. Evidence for the technical adequacy of ISIP Math for making screening decisions was collected to help Istation provide educators reasonable confidence in the inferences they make when using the ISIP Math data. Evidence gathered included (a) generalizability of the sample, (b) classification accuracy of the performance level, (c) reliability of the scaled scores, (d) evidence for validity, and (e) evidence for reliability and validity disaggregated by relevant subgroup. ***See attached "ISIP Math Validity Study" for complete study***

The performance and ability range of our assessments are reviewed annually by Istation's Assessment, Research and Curriculum teams. New test items are regularly created to account for item drift and coverage of ability ranges. Before being added to the item pool, items are tested with students to gain items difficulty and discriminability parameters.

Accommodations

Describe in detail the accessibility features and/or accommodations that are available

Istation provides 504, IEP, ELL students access that is comparable to access for non-impaired people – with the exception of a totally blind or totally deaf disabled person. Accommodations for ELL and Special Education students are provided in the development of the Istation assessment and intervention program.

All instruction and assessment is based on visual and auditory teaching and learning. All skills are taught with a heavy emphasis on vocabulary, which is also taught and practiced in context. The TDLs, which accompany all assessments, are provided with ELL accommodations for each lesson. Advanced learning is also available; as students score above their expected levels on the ISIP assessments, they receive prescribed curriculum at the instructional level.

Students who need modifications using Istation are offered the following:

* **Timed Assessments**: Proctors or teachers can now, in the Report and Management site, turn on an accommodation to allow unlimited time for students taking the ISIP assessment. This helps students who have IEPs with this provision.

* **On Demand Assessments**: For intervention purposes a teacher may want a student to be tested more often than monthly. If that is the case, they can set the program to test a student the next time the student opens the program. Another advantage of using Istation? Teachers may set their preferences on our website. This allows them access to without having to download Istation on their home computers. A real-time saver in today's fast paced world.

* **Reports** with complex graphs are accompanied by equivalent data in a table format.

* A **text equivalent** for non-text elements are provided where necessary.

* **Frames** are given a title that describes the frame's purpose or content.

* Assessments can be **put on hold**, so students that need more time (or students that cannot sit still for 30 minutes) can take the assessments in increments. (An administrator must enable this feature.)

* Math items can be **read aloud** by the narrator at the click of the button on screen.

* **Touch Screen** features allow students with difficulties using keyboards to use touch screen devices instead.

Several functions of Istation serve as **modifications and/or accommodations for special needs** students that typify the universal design of Istation:

* **Touch Screen Overlay**: This USB touch screen can be applied to monitors. It acts like a standard pointing device. Special needs specialists have been pleased that Istation products works so well with the touch screen overlay. Even a student using a head stylus can use this device.

* **ZoomText Software**: This software allows the user to zoom in to a very low screen resolution (so things get bigger) with automatic scrolling of the screen when the mouse is moved. This is extremely helpful for the visually impaired.

* **Placement in the Curriculum**: Students' overall ability scores are measured on an individual basis. The
program then allows each child to receive instruction at his/her ability level. If a student is guessing and/or randomly clicking in the program as opposed to showing effort, the program will alert the teacher through a performance report.

* Istation models the **expected fluency rate** for each level on during instruction. The words are sounded out phonologically and phonetically with illustrations to provide multiple ways for a student to learn. Stories are available to be read to the student as needed.

* **Illustrated sentences** are provided from single skill readers to multiple skill readers.

* Math assessment items can be **read aloud** with the click of a mouse.

Online System Requirements (Information Technology Platform)

Describe how the test platform ensures test security and that students aren't able to access other programs, internet, or apps while testing

Istation's test platform is online and vendor hosted with Rackspace which ensures test security. Test data and Personally Identifiable Information (PII) are stored securely and encrypted using industry standard 128-bit encryption before saving or transmitting data to servers. Items reside in memory for the duration of the test being presented. After the test, items are permanently deleted from memory. Information sent to Istation is encrypted during transmissions such as login.

To prevent students from accessing other programs, internet, or apps while testing districts or schools should utilize content filters of any variety. An exclusion for Istation communication between the Client Applications and Servers should be added upon installation of the program.

Explain the infrastructure in place that will protect data in case of power outages and cyber threats

Istation is vendor hosted with Rackspace who provides redundant backups of all Istation applications and data ensuring data is protected in case of power outages. Data will not be affected if there is a power outage as Rackspace uses network segregation as well as routing controls and firewall configuration within its data centers, which help to protect networks.

Describe your plan to handle updates to outside browsers and operating system updates

Istation releases three major updates each year (in August, January, and April) along with numerous smaller updates. The Istation application requires almost no technical assistance once installed. Updates to content happen frequently as new content is added and existing content is improved. Periodic changes and upgrades to the application and content are provided automatically, seamlessly, and with no intervention required by a user or administrator. Because Istation does not depend on software other than the operating system, interdependencies and side effects from system changes are minimized.

Describe what hardware, operating systems, and browsers are supported by your assessment

The Istation solution was designed to operate on a wide variety of hardware devices. The student app operates on Windows, Mac, iPad and Chromebook devices. It also co-exists with other programs or apps loaded on the device. No dedicated hardware is required. Specific System requirements are below.

System Requirements				
Specification	**Windows**	**Mac**	**iPad**	**Chrome Devices**
Supported Operating Systems	Windows XP, Vista, 7, 8, and 10	OS X 10.6 – 10.11	iOS 6.0-9.0	Chrome OS
Processor	1.3 GHz	1.3 GHz Intel	iPad 2+	ARM, X86 32-bit or X86 64-bit CPU
Memory	512 MB RAM	512 MB RAM		1 GB RAM
Hard Disk	3 GB free space	3 GB free space	3 GB free space	3 GB free space
Graphic Display	1024x768	1024x768	N/A	N/A
Sound Card	with headphones	with headphones	N/A	N/A
Internet Connection	1.5 Mbps or greater	1.5 Mbps or greater	1.5 Mbps or greater	1.5 Mbps or greater

Istation may be used on the web using these browsers:

- IE8+ (IE9+ preferred)
- Firefox 17+ (most recent preferred)
- Chrome 10+ (most recent preferred)
- Safari 4+ for Mac (Safari on Windows is not supported.)
- Browser-based ISIP ER for the iPad requires an iPad 2 or later running iOS 6.x or later.
- ISIP Web for Chromebook requires Chrome 10+ (most recent preferred).

Describe your plan to minimize bandwidth needed to administer the assessment

Bandwidth may be minimized if users run Istation from a desktop (that is, on Windows, Mac, or Linux) app. The Istation application includes our distributed cache technology which allows workstations to avoid downloading a given component more than one time for a lab or school. When an asset has already been downloaded by one machine using the distributed cache, other machines do not need to download it. In a lab or classroom with 30 machines, this equates to a 30:1 savings in bandwidth.

Test Administration Manual/Test Administration Guidelines

Provide an example(s) (electronic or paper) of a Test Administration Manual or test administration guideline documents.

See attached "Arkansas Manual"

Describe in detail how school personnel prepares for test administration including, but not limited to, how to upload students, how to set up test sessions, how to stop and start tests, how to transfer students between schools and districts, and how to obtain student log in information

Once the Istation has been uploaded the following steps are required to begin test administration

Uploading Students:

- Import student roster files using the Istation import server.
  Istation supports IMS Global OneRoster 1.0 for standards-based rostering while a simple CSV format with a mapping feature is also supported.

  – OR -
- Manually enroll students at www.istation.com.

After students are uploaded into the system individual log in cards are created providing them with a unique username and password.

Specific Test Administration Instructions
For test administration script see page 13 in attached ***"Arkansas Manual"***

Setting up test sessions

- Student log on to www.istation.com
- Enter username and password from log in card
- Select ISIP to be taken (Reading or Math)

How to stop and start tests
If students need assistance or must take a break, FIRST press the **Pause** key on the keyboard. This will interrupt the assessment currently being given without penalty to the student.

Sine the assessments are timed activities, failure to pause will result in the assessment continuing to run while student is receiving assistance or has taken a break. When ready to return to the assessment, press the **Pause** key again. The assessment will automatically return to the same question where the student left off.

How to transfer students between schools and districts

Istation can easily transfer individual student data to another school or district within Arkansas. To do this, Istation uses the AR unique student identifier.

When a school or district enrolls a student in the program, data is collected for the student within that school using the AR unique student identifier. However, if a student moves away, the district simply removes the student from their demographic import files. The student no longer appears in his or her classroom, however, Istation stores the student's data along with that AR unique student identifier.

If the student transfers to another school or district within the state, that district adds the student to their demographic imports using the AR unique student identifier. Istation systems add the student to a classroom as specified in the import file, and they match the student to the AR unique student identifier used before. This gives the student's new teacher historical data on the student's reading skills and improvements.

How to obtain student log in information

Once students are uploaded into the system individual log in cards are created with a username and password. Teachers have access to login cards through the secured online teacher area.

Describe procedures on maintaining test security

Istation is committed to protecting educator privacy and that of students while providing AR with the most useful and enjoyable experience possible. We strongly believe in protecting the privacy of any personally identifiable information provided to us.

Website Security

Istation recognizes our responsibility to protect the information entrusted to us by the state of Arkansas. We use a variety of secure techniques to protect information, including secure servers, firewalls, and encryption technologies. The information sent to Istation via the Website maybe encrypted, a process used to scramble information making it extremely difficult to read if wrongly intercepted. Istation utilizes industry standard Secure Sockets Layer (SSL) technology to allow for the encryption of Personally Identifiable Information.

Resource Security
Istation has taken steps to ensure that Personally Identifiable Information (PII) is secure, including limiting access to Istation's database servers as well as password protections that guard against unauthorized access. Student usage information and passwords are encrypted and stored on each local computer. All PII sent to Istation is encrypted during transmission, such as during login. Once the data reaches Istation's server, PII is stored on a secure database. Access to Personally Identifiable Information is password protected.

Report Interpretation Guide

Provide an example of a Report Interpretation Guide in English (electronic or paper)

Please see attached "ISIP Early Reading Score Interpretation Guide** and **"ISIP Math Score Interpretation Guide"

Test Administration

Describe how your company will ensure quality assurance over all testing materials

Istation employs quality procedures at every level to ensure the quality and accuracy of the Istation Reading and Math program, which includes the ISIP assessments and related services.

Item Development
When developing items, our curriculum and assessment specialists follow guidelines that include Common Core State Standards, Universal Design, *Standards for Educational and Psychological Testing*, and the *Code of Professional Responsibilities in Educational Measurement*. When items for a specific measure have been created, a review committee of outside researchers and other Istation curriculum and assessment specialists review each item individually to make sure that it adheres to the standards mentioned above in addition to accurately testing the specified measure.

We recognize that some items will be rejected during review, so we typically develop 120% of the items required for each measure.

For added quality assurance, our curriculum and assessment specialists will "cold read" each item in the context of the program. This check is to look for any inadvertent errors creeping in during development.

Programming and Animation

Istation has a large quality assurance testing team that uses proprietary checklists to check for appropriate sequencing, animation syncing, defects, and ease of use as the team steps through each assessment item and every second of curriculum. Testing occurs for each product on each platform and device.

Software Usability Testing

When Istation team members introduce a new way to assess a domain, Istation user experience team members perform rigorous usability testing to make sure that students in the appropriate age group understand how the topic is introduced and can easily manipulate the interactive parts of the screen. The usability tests include think aloud observations as well heuristic evaluations.

Reporting Testing

Using real assessment data, Istation team members will perform analysis of the data by hand to make sure that all measures reported are accurate on Istation reports.

Describe your plan to maintain the assessment system

The Istation Assessment, Research and Curriculum teams review the performance and ability range of our assessment items yearly. New items are regularly created to account for item drift and coverage of ability ranges. Before being added to the item pool, each item is tested with students to gain items difficulty and discriminability parameters. Continuous testing occurs for each product on each platform and device and items are evaluated and corrected by our development team as needed.

Describe your plan to maintain ensure data security and follow all FERPA requirements

Istation programs are vendor hosted with Rackspace to store and transmit all data securely. All production application servers are secured at a Rackspace data center in Grapevine, Texas with redundant backups near Chicago and Washington, D.C. Because of its strict security enforcements, Rackspace does not allow you in their server environment.

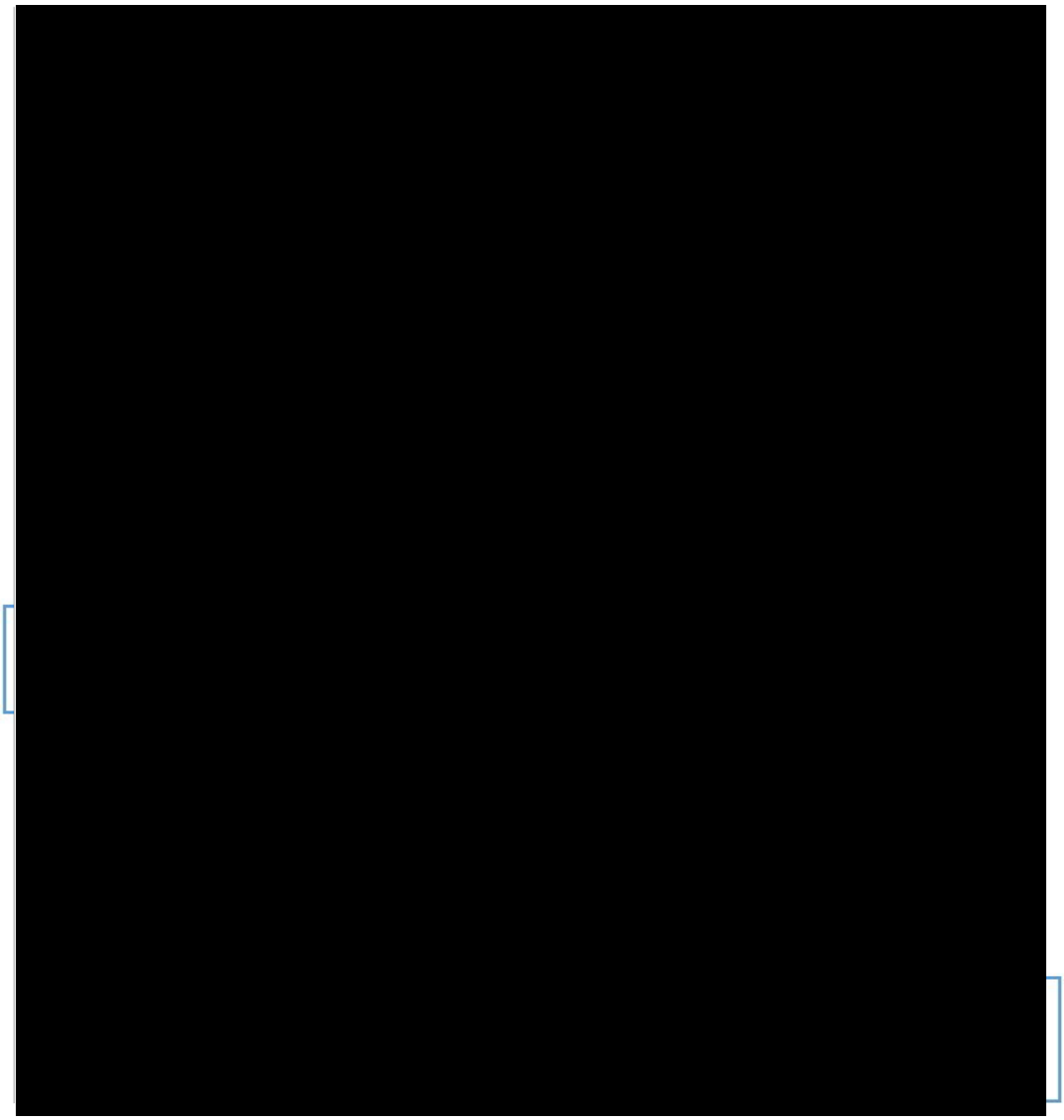
Test data and Personally Identifiable Information (PII) are stored securely and encrypted using industry standard 128-bit encryption before saving or transmitting data to servers. Sensitive items that are written to disk are also encrypted using 3DES encryption. Items reside in memory for the duration of the test being presented; after the test, items are permanently deleted from memory. Information sent to Istation is encrypted during transmission such as during login.
Teacher and manager account credentials are also salted and hashed when stored on the servers.

Istation adheres to FERPA by requiring all employees who may have access to customer data to be trained and certified by FERPA. These employees are educated in FERPA regulations including the rules regarding the use of personally identifiable information (PII)—any information about an individual maintained by Istation that can be used to distinguish or trace that individual's identity, such as their full name, user ID number, or any other personal information which is linked or linkable to an individual.

Reporting

Describe and provide examples of K-2 Individual Student Report (ISR)

Student Summary Handout
Immediately accessible following testing and available 24x7 through the Istation website the Student Summary Report provides a summary of student performance in Reading or in Math for the current school year. Completed ISIP assessments, cycle-based curriculum assessments and practice activities, Lexile Reader measure and usage information is provided on this report. The Student Summary Handout report is also used to evaluate the student intervention plan, identify student skill weaknesses, discuss student performance with administrators, and plan for Parent/Teacher conferences.



Describe and provide examples of K-2 Classroom Reports

Summary Report

The Summary Report shows the number and percentage of students at each of three instructional tiers in Reading or Math: Tier 1 – no risk (above the 40th percentile), Tier 2 – some risk (between the 21-39th percentile), and Tier 3 – at risk (20th percentile and below). This report may be used by district administrators, principals, or teachers to project year-end outcomes and to judge the effectiveness of instruction. The Summary Report can also be used by administrators to determine which principals and teachers face the greatest challenges. This information can aid in making important decisions about the best use of resources, including the need for professional development.

Priority Report

This report automatically alerts teachers to students in need of instructional support in Reading or Math. Students are grouped according to risk level and skill need. Links are provided to teacher-directed plans of instruction and downloadable lessons and materials appropriate for each group. When student performance on assessments is below goal for several consecutive assessment periods, teachers are further notified. This is done to raise teacher concern and signal the need to consider additional or different forms of instruction. Where students have not participated fully in the assessment plan or are non-responsive to intervention and continue to show weakness, recommendations may be made to consider the use of diagnostic tests.

A complete history of Priority Report notifications, including those from the current year and all prior years, is maintained for each student. This report has a feature with which teachers may acknowledge that suggested interventions have been provided. A record of these interventions is maintained with the student history as an Intervention Audit Trail. This history can be used for special education Individual Education Plans (IEPs) and in Response to Intervention (RTI) models of instruction. The combination of progress monitoring data and a record of specific interventions proves to be a practical, clear picture of how a student is responding to intervention.

Describe and provide examples of K-2 school and district aggregate reports

Immediately following ISIP administration school and district aggregate reports may be created by teachers and or school administrators. When ran by a teacher information will be aggregated by students in the classroom. District information will be aggregated by schools within the district using Istation. The attached Excel spreadsheet shows district test data related to a single skill over the course of seven months.

See attached "Arkansas Aggregate Reports"

Describe and provide examples of a state data file that will be provided after testing

Available immediately following administration of assessments, state data is available and may be downloaded directly from the Istation website. Data garnered from the Summary Report and Executive Summary Report is appropriate for statewide accountability as well in that they show the level at which a student began and real-time progress. Reports showing district assessment metrics for one month are attached. The reports show how state information may be reported by districts/campus to the state.

See attached "Arkansas State Data"

Training

Describe in detail your plan to train Arkansas teachers to prepare for test administration, administer the assessment, obtain test reports, interpret the test results, analyze data, and monitor student progress over time. In addition, include a summary of staff directly involved with training

Teachers in the state of Arkansas will be trained in test administration, administering ISIP ER and ISIP Early Math and ISIP Math, obtaining test reports immediately upon administration of assessments, interpreting the results, analyzing data and monitoring student progress over time using the following plan.

Istation has more than 20 trainers who are experts in a variety of fields: training, education, literacy, mathematics, assessments, curriculum and instruction, and more. Onsite training sessions are customized to the needs of Arkansas school districts. The sessions provide instructions for implementing Istation Reading and Math assessment plans.

Topics include:

- The Basics of Istation
- Getting Started
- Key Reporting & Data Digging
- Administrative Roles
- Targeting Instruction Using ISIP Data
- Incorporating Istation Resources into My Daily Plans

Istation staff will attend and present four (4) days of live product demonstrations at a central Arkansas location, following the award of the contract. Representatives from all Arkansas public school districts and Charter Schools will be invited to attend one of the scheduled dates to watch the presentations and ask questions. A representative will be assigned to participate in any state-held webinars regarding Istation assessments.

Example Training Agenda

Overview of Istation- Morning Session

- ISIP Assessments
- Reports
- Resources

Reports

- ISIP Summary
- Priority Report
- Student Summary Handout

Resources

- Teacher Directed Lessons

Materials Used in Training

Istation trainers use many types of materials as they provide professional development:

- Slide presentations
- Videos
- Hands-On Exercises
- Handouts
- Reports
- Teacher Notes

Webinar / Virtual Training Options

In addition to the in-person or onsite training sessions, Istation trainers are prepared to facilitate webinars covering topics pertinent to the participants: district personnel, teachers, parents, and technology personnel. These training sessions can be customized based on the need of the district.

These webinars address:

- Learning how Istation helps to ensure student success
- Learning how to log into Istation
- Learning how to oversee student logins to the Istation student program
- Learning how to target instruction using Istation's Indicators of Progress (ISIP), the Priority
- Report and Teacher Directed Lessons and supplemental materials, which all accompany the ISIP assessment.
- Gaining a general understanding of the web-based reporting system

For **webinars**, all attendees need access to a web-enabled computer (PC, Mac, iPad, or Chromebook) and the ability to listen to the presenters (via speakers or headphones).

Support

Describe your plan on infrastructures/procedures that will be in place that Arkansas teachers may use for technical support if using your assessment

Arkansas teachers, administrators and technical staff will have access to free, unlimited customer service. Support for Istation products begins with program implementation and continues throughout the life of each contract. Teachers, administrators, proctors, IT staff, literacy coaches, or other users will always receive free support from our qualified personnel who will answer questions about the system, provide instruction or help solve an issue.

The support line is available toll free (1-866-883-7323 x 2) and is staffed Monday through Friday from 7:00am to 6:30pm (Central Time). The average wait time is no longer than one minute.

Customers are able to leave a message should they call during a time when the support line is closed or they may email support staff (support@istation.com) 24 hours a day/7days a week. Our friendly staff will respond when the support line is open again.

Our online help center offers brief, informative, on-demand videos along with a Frequently Asked Questions (FAQ) section 24/7 and is available at www.istation.com

At least one Arkansas field representative will be available to assist local districts/schools onsite as needed with uploading students, using the platform, technology, or similar needs in a timely fashion.

Project Schedule

Describe your plan for the annual planning meeting and the weekly communication with ADE

In conjunction with the state of Arkansas Istation will plan and conduct a face-to-face annual meeting within two weeks of the award of contract. Istation will assume the cost of the facility, audiovisual equipment, and other necessary materials and equipment for the meeting. During the initial meeting the desired weekly communication to be delivered will be determined and agreed upon. Additionally, Istation agrees to schedule one planning meeting to allow the agency and vendor to establish a final schedule of future work and deliverables for the life of the contract.

Weekly communication via an online meeting will be conducted on a day and time agreed upon by Istation and the Arkansas Department of Education. Istation will take the lead on these calls and provide the state with an agenda one day prior to the call. Official minutes from the meeting will be made available to the state within one day of the meeting as required by the ADE.

Desired Features

Provide an explanation if the assessment is able to report student performance on the following ELA areas that are in the Arkansas dyslexia law: phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills.

The Student Summary report as shown on page 18 of this document provides student performance information on ELA areas covered by the Arkansas dyslexia law including letter knowledge, phonemic awareness, alphabetic decoding, comprehension, vocabulary and spelling.

Describe and provide examples of any additional K-2 reports

Please see attached "Report Samples"

Istation® ISIP™ ER: Assessed Skills Continuum: Arkansas English Language Arts Standards Alignment

Domain: Listening Comprehension From understanding the most basic structure and meaning of words in English to comprehending a story read aloud, the Listening Comprehension assessment tests a large range of language understanding and comprehension of meaning. No reading is required for this test, as all answers are in picture form. *RL.K.1, RL.K.2, RL.K.3, RL.K.7, SL.K.2, RL.1.1, RL.1.2, RL.1.3, RL.1.7, SL.1.2, SL.1.3, SL.2.2, SL.2.3, SL.3.2*	
Assessed Skill	**Item Examples***
Understand the use of frequently occurring: • Nouns • Verbs • Adjectives • Prepositions	***Choose the picture that matches what you hear:***
Recognize familiar vocabulary words	***Choose the picture that matches what you hear:***
Past and present tense verb forms	***Choose the picture that matches what you hear:***

* Indicates answers provided with item samples

Istation® ISIP™ ER: Assessed Skills Continuum: Arkansas English Language Arts Standards Alignment

Connect a present-tense outcome to a past-tense cause	***Choose the picture that matches what you hear:*** [redacted]
Understand gender-specific titles (Mr./Mrs.)	***Choose the picture that matches what you hear:*** [redacted]
Understand personal, possessive, and indefinite pronouns	***Choose the picture that matches what you hear:*** [redacted]
Use background knowledge to construct meaning	***Choose the picture that best completes the sentence:*** [redacted]

* Indicates answers provided with item samples

Istation® ISIP™ ER: Assessed Skills Continuum: Arkansas English Language Arts Standards Alignment

Sequence of events	***Choose the picture that best completes the sentence:*** [redacted]
Draw conclusions	***Choose the picture that best completes the sentence:*** [redacted]

* Indicates answers provided with item samples

Istation® ISIP™ ER: Assessed Skills Continuum: Arkansas English Language Arts Standards Alignment

Make inferences	***Choose the picture that best completes the sentence:*** [redacted]
Determine importance	***Choose the picture that best completes the sentence:*** [redacted]

* Indicates answers provided with item samples

Istation® ISIP™ ER: Assessed Skills Continuum: Arkansas English Language Arts Standards Alignment

Main Idea and Details	***Choose the picture that best completes the sentence:*** [redacted]
Domain: Phonemic Awareness To demonstrate an understanding of spoken words, syllables, and individual phonemes, students are assessed at varying levels of difficulty for phonological and phonemic awareness. *RF.K.2, RF.K.2.A, RF.K.2.B, RF.K.2.C, RF.K.2.D, RF.1.2, RF.1.2.B, RF.1.2.C*	
Assessed Skill	**Item Examples**
Blending component words to make a compound word	***Choose the picture for the word you make by blending these words together:*** [redacted]
Syllable blending	***Choose the picture for the word you make by blending these syllables together:*** [redacted]

* Indicates answers provided with item samples

Istation® ISIP™ ER: Assessed Skills Continuum: Arkansas English Language Arts Standards Alignment

Phoneme blending • Two phonemes • Three phonemes • R-controlled vowels • Vowel digraphs or diphthongs as medial phoneme • Multi-phoneme words	***Choose the picture for the word you make by blending these sounds together:*** 
Identifying Rhyme • One syllable, three phoneme words with long or short vowel sounds • One syllable words with r-controlled vowels • One syllable words containing blends and/or digraphs. • Two syllable words	****Choose the picture that rhymes with:*** 
Initial phoneme recognition • Single consonants • Short vowels • Consonant blends • Digraphs	***Choose the picture that begins with the same sound as:*** 

* Indicates answers provided with item samples

Istation® ISIP™ ER: Assessed Skills Continuum: Arkansas English Language Arts Standards Alignment

Final phoneme recognition • Open syllables • Single consonants • Consonant blends • R-controlled vowels • Digraphs	***Choose the picture that ends with the same sound as:*** [redacted]

Domain: Letter Knowledge

Students are assessed on both capital and lowercase letters and their corresponding sounds with the short sound used for the vowels. Consonant digraphs are assessed for sound recognition.

RF.K.1.D, RF.K.3.A, RF.1.3.A

Assessed Skill	Item Examples
Letter Recognition • Name • Sound	• ***Choose the letter*** A. • ***Choose the letter that makes the sound*** **/ă/**. [redacted]

* Indicates answers provided with item samples

Istation® ISIP™ ER: Assessed Skills Continuum: Arkansas English Language Arts Standards Alignment

Consonant digraph sound recognition	***Choose the letter that makes the sound* /ch/.** [redacted]

Domain: Alphabetic Decoding

Applying phonics and word analysis skills, students will decode nonsense words that contain the following patterns. Students will distinguish between similarly spelled words by noticing the sounds that differ between the target word and the distractors. As the items progress in difficulty, students will apply syllabication knowledge in order to read the target nonsense word and distinguish it from similarly spelled nonsense words.

RF.K.1.B, RF.K.3, RF.K.3.A, RF.K.3.B, RF.K.3.D, RF.1.3, RF.1.3.A, RF.1.3.B, RF.1.3.D, RF.1.3.E, RF.1.3.F, RF.2.3, RF.2.3.B, RF.2.3.F, RF.3.3, RF.3.3.C

Assessed Skill	Item Examples
One syllable CV and CVC (short vowel medial sound)	[redacted]
Three-phoneme words consonant digraphs or diphthongs	
Three- and four-phoneme words with long vowel, silent e	
Consonant blends CCVC and CVCC	
R-controlled vowels	
Vowel digraphs or diphthongs	
Multisyllabic words	

* Indicates answers provided with item samples

Istation® ISIP™ ER: Assessed Skills Continuum: Arkansas English Language Arts Standards Alignment

Domain: Spelling

Students apply knowledge of common orthographic patterns to spell grade-level words and beyond. Irregularly spelled words, contractions, inflectional endings are assessed at varying levels of difficulty.

RF.K.3.C, L.K.2.D, L.1.2.D, L.2.2.B, L.2.2.D, L.3.2.D

Assessed Skill	Item Examples
One-syllable phonetically regular words	[redacted]
Consonant blends	
Long vowels with silent e	
R-controlled vowels	
Consonant digraphs	
Variant vowels	
Contractions	
Inflected endings	
Sight words	
Multisyllabic words	
Vowel digraphs and diphthongs	
Compound words	
Irregular words	
Homophones	

Domain: Vocabulary

Students are assessed on commonly occurring English words as well as academic language. Students will use conceptual knowledge, context, categorization, and synonyms to complete the assessment.

L.K.1.B, L.K.1.C, L.K.1.G, L.K.4, L.K.4.B, L.K.5.A, L.K.5.B, L.K.5.C, L.K.6, L.1.1.B, L.1.1.E, L.1.1.G, L.1.4, L.1.4.A, L.1.4.B, L.1.5.A, L.1.5.B, L.1.5.C, L.1.5.D, L.1.6, L.2.1.B, L.2.4, L.2.4.A, L.2.4.C, L.2.5.B, L.2.5.C, L.2.6, L.3.1.B, L.3.4, L.3.4.A, L.3.4.B, L.3.5.B, L.3.5.C, L.3.6

Assessed Skill	Item Examples
Use illustrations to enhance vocabulary acquisition	***Choose the picture that shows:*** [redacted]

* Indicates answers provided with item samples

Istation® ISIP™ ER: Assessed Skills Continuum: Arkansas English Language Arts Standards Alignment

Knows the meaning of everyday words and words likely to be encountered in beginning reading texts	***Choose the picture that shows:*** [redacted]
Conceptual knowledge to categorize words	***Choose the picture that shows:*** [redacted]
Topic words	***Choose the picture that shows:*** [redacted]
Use prepositions and prepositional phrases to aid in determining meaning	***Choose the picture for the word:*** [redacted]
Knowledge of synonyms	***Choose the word that means the same thing as:*** [redacted]

Domain: Reading Comprehension

Students draw on multiple comprehension skills to choose the correct word to complete a reading task of varying levels of length and difficulty based on students' answers. Although the item examples demonstrate the corresponding skill listed, most items require several simultaneously occurring skills working together.

RL.K.1, RL.K.2, RL.K.3, RL.K.7, RI.K.1, RI.K.2, RI.K.3, L.K.1.B, L.K.1.C, L.K.1.G, L.K.4, L.K.4.A, L.K.5.A, L.K.5.B, L.K.5.C, L.K.6, RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.10, L.1.1.B, L.1.1.C, L.1.1.D, L.1.1.G, L.1.4, L.1.4.A, L.1.4.C, L.1.5, L.1.5.A, L.1.5.B, L.1.5.C, L.1.5.D, L.1.6, RL.2.1, RL.2.2, RL.2.3, RL.2.7. RL.2.10, RI.2.1, RI.2.2, RI.2.3, RI.2.10, L.2.1.C, L.2.1.D, L.2.1.E, L.2.4, L.2.4.A, L.2.4.C, L.2.5, L.2.5.A, L.2.5.B, L.2.6, RL.3.1, RL.3.2, RL.3.3, RL.3.10, RI.3.1, RI.3.2, RI.3.3, RI.3.10, L.3.1.E, L.3.4, L.3.4.A, L.3.4.B, L.3.4.C, L.3.5, L.3.5.B, L.3.5.C, L.3.6

Assessed Skill	Item Examples*
Use conceptual knowledge for understanding	[redacted]

* Indicates answers provided with item samples

Istation® ISIP™ ER: Assessed Skills Continuum: Arkansas English Language Arts Standards Alignment

Reading Comprehension, continued

Story recall/recognize details		[redacted]
Main Idea		
Understands the importance of sequence		
Character analysis		
Use of story elements for understanding		
Summarization		

* Indicates answers provided with item samples

Istation® ISIP™ ER: Assessed Skills Continuum: Arkansas English Language Arts Standards Alignment

Makes connections with text	[redacted]
Draws conclusions	
Inferences	
Makes predictions	
Use of common text structures to construct meaning	
Apply knowledge of figurative language to aid comprehension	

* Indicates answers provided with item samples

Istation® ISIP™ ER: Assessed Skills Continuum: Arkansas English Language Arts Standards Alignment

Domain: Text Fluency Students also demonstrate comprehension in the Text Fluency Assessment through a maze structure. Similar to a cloze passage, a maze passage has words at different intervals deleted for the student to choose the appropriate word. These deleted words are strategically placed to assess meaning, syntax, and visual word similarities. In addition, students are timed, so an accurate assessment on their fluency can be given. *RL.1.10, RF.1.4, RF.1.4.A, RL.2.10, RF.2.4, RF.2.4.A, RF.2.4.C, RL.3.10, RF.3.4, RF.3.4.A, RF.3.4.C*	
Assessed Skill	**Item Examples**
• Read text with appropriate phrasing • Read text using appropriate pace (students are timed) • Read text with accuracy • Read text smoothly and with expression • Read text with automaticity • Attend to punctuation in text and read with expression • Construct meaning from printed words in text • Make connections to background knowledge • Knowledge of sight words to aid in text fluency • Recall and apply known vocabulary words	

* Indicates answers provided with item samples

istation's Indicators of Progress

Early Reading

Reliability and Validity Evidence

istation Research Report 2009-01

Rev C

August 2009

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Summary

During the 2008-09 school year, a validity and reliability study using ISIP™, istation's Indicators of Progress, computer adaptive reading assessment program was conducted in five elementary schools from a north Texas school district. Data were examined for internal consistency, test-retest reliability, concurrent validity with external measures, including DIBELS, TPRI, AND ITBS, and predictive validity with TAKS. Results show moderate to strong evidence of reliability and validity with regards to phonemic awareness, alphabetic knowledge, vocabulary, and reading comprehension.

Conducting the study was Dr. Patricia Mathes, Texas Instruments Foundation Chair in Reading Research and Director of the Institute for Reading Research at Southern Methodist University.

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Acknowledgments: The current study was conducted through the generous support of the Today Foundation.

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Research in Mathematics Education

Imagination Station (Istation): Istation's Indicators of Progress (ISIP) Math Validity Studies – Overview of Results

Imagination Station (Istation): Istation's Indicators of Progress (ISIP) Math Validity Studies – Overview of Results

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Abstract

This report describes the evidence gathered to evaluate the appropriateness of Istation's Indicators of Progress (ISIP) Math for making screening decisions for students in Kindergarten through Grade 8. Evidence for the technical adequacy of ISIP Math for making screening decisions was collected to help Istation provide educators reasonable confidence in the inferences they make when using the ISIP Math data. Evidence gathered includes (a) generalizability of the sample, (b) classification accuracy of the performance level, (c) reliability of the scaled scores, (d) evidence for validity, and (e) evidence for reliability and validity disaggregated by relevant subgroup. Data for this study was obtained from three school districts in Texas during the 2015-2016 school year. Participants included eight schools and 108 teachers. A total of 2,038 students received parental consent and assented to participate in the study.

Overall, the evidence gathered suggests that the generalizability and reliability of ISIP Math within this study is moderate to strong across all grade levels. More evidence needs to be gathered for the technical adequacy of the Kindergarten ISIP Math using another criterion assessment with larger sample sizes. There is conflicting evidence presented for Grades 1 and 2, and more evidence needs to be gathered for these grades to determine the technical adequacy of Grades 1 and 2 ISIP Math. There is evidence for convincing classification within levels of "at-risk" and "not-at-risk" for Grades 3 through 6. There is also sufficient evidence for validity at these grade levels. Across all administrations, Grades 7 and 8 do not provide sufficient evidence of classification accuracy or validity. Coefficients disaggregated by relevant subgroup are also unstable in many cases. Additional research is needed to substantiate these results.

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Imagination Station (Istation): Istation's Indicators of Progress (ISIP) Math Validity Studies – Overview of Results

Introduction

Results from universal screening tools help teachers identify students who are on track and not on track for reaching their learning goals; screening tools can also be used to determine the intensity of instructional support that students may need to reach their curricular expectations by the end of the school year (Glover & Albers, 2007). In order to support educators in their instructional decision-making process, providing them with appropriate student assessment data that is substantiated by multiple sources of relevant evidence is important (AERA, APA, & NCME, 2014).

Reliability and validity are two sources of evidence commonly used to evaluate tests (AERA, APA, & NCME, 2014). Reliability typically refers to the consistency of measurement, while validity refers to the degree that interpretations made using test scores are appropriate, meaningful, and useful (Downing & Haladyna, 1997). More specific criteria have been put forth by the Technical Review Committee (TRC) from the National Center on Response to Intervention (NCRTI, 2010) for evaluating the technical adequacy of universal screening assessments. These include: (a) generalizability of the sample, (b) classification accuracy of the performance level, (c) reliability (of either the data or administrations of the assessment over time), (d) evidence for validity, and (e) evidence for reliability and validity disaggregated by relevant subgroup. The purpose of this study was to determine the appropriateness or technical adequacy of ISIP Math for making screening decisions for students in Kindergarten through Grade 8 based on these specified criteria. This report describes the technical adequacy data collected to document the utility of Istation's Indicators of Progress (ISIP) Math in making screening decisions for students in Kindergarten through Grade 8, and provides the overview of the results from this study. For a detailed description of the all components of this study, please refer to Shivraj et al. (2016).

Methods

Instruments

[redacted]

[redacted]

Istation

Arkansas Manual

Section 2.8

A: The test manual/ Test administration guidelines

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Section 2.8
A: The test manual/ Test administration guidelines

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Using and Interpreting ISIP Reports

Providing administrators, teachers, and parents with timely student data is the key ingredient to linking ISIP assessment results to instructional planning. In any data-driven or results-oriented model of instruction, the needs are the same:

- Information that will assist in the identification of students who need additional support or different forms of support in order to achieve reading goals.
- Ongoing information on student performance against goals that will assist in evaluating the effectiveness of instruction and in developing and modifying instructional plans that can change reading outcomes for students at risk of failure.
- Information that will assist in the evaluation of instruction and instructional supports at all levels—district, area, school, and classroom—and from year to year, which can inform decisions about allocating resources and efforts.

What is lacking in existing models is the availability of data early enough in assessment–instruction decision loops. When learning builds on prior concepts, the teacher must know quickly who is struggling and whether existing instructional methods are effective in preventing students from falling further and further behind. Only when data results in timely remedial actions can it significantly affect outcomes.

Understanding ISIP Scores

ISIP integrates computerized adaptive testing that accurately reflects the reading or mathematics ability level of each student and measures growth over time. When administered regularly over time, it is possible to observe whether a student, or an entire classroom, district, or school, is making adequate progress in the critical reading and math areas.

Adaptive assessments use interactive content to measure a student's reading ability and skill development. Test questions range from easy to hard for each reading domain for students in Pre-Kindergarten through Grade 5. To identify the student's overall reading ability and individual skill ability, the difficulty of the test questions presented changes with every response. If a student answers questions correctly, ISIP presents more challenging questions until the student shows mastery or responds with an incorrect answer. When a student answers a question incorrectly, ISIP presents less difficult questions until the student begins answering correctly again. The ability score is an estimate of the student's reading ability. It shows how a student is doing compared to his or her previous performance and to other students at the same grade level.

Ability Index

ISIP assessments use a measurement scale that aligns student performance levels with test question levels of difficulty on the same scale. The scale is divided into equal parts. These parts are called ability indices. All test questions are placed on the ability index scale according to their difficulty. Each increasing ability index is assigned a numeric value that indicates a higher level of difficulty. As a student takes an ISIP assessment, he or she is presented with test questions of varying ability indices or levels of difficulty. Once ISIP determines the difficulty level at which the student is able to perform, the test ends and the student is assigned an overall reading ability index, as well as ability indices for individual subtests.

Since ISIP is adaptive and the test questions are displayed based on student performance, not age or grade, identical ability indices across grades mean the same thing. For example, a first grader who receives a score of 215 and a third grader who receives a score of 215 are performing at the same level. Like measuring a child's height, measurements are added together to get class, school, and district averages. Ability indices make it possible to track a student's growth from year to year.

This ability index can be used by teachers to inform instruction around their students' strengths and weaknesses. Targeted instruction leads to better performance and maximum growth.

Normative Data

National norms for ISIP are provided for students in Pre-Kindergarten through Grade 2. These norms enable teachers and parents to know how their students' scores compare with a nationally representative sample of children in their particular grade. The norming samples were obtained as part of Istation's ongoing research in assessing reading ability.

The samples were drawn from enrolled ISIP users during the 2013-2014 school year. Student percentile ranks were established using the monthly overall reading ability index, as well as the ability index for each ISIP subtest.

If a student scores at the 75th percentile; for example, it would mean that the student performed better than 75 percent of the students in the norm group. This allows for student performance to be compared to a reasonable control group, and provide a fair assessment of their reading abilities.

Instructional Tier Goals

Consistent with other reading assessments, Istation has defined a three-tier normative grouping based on indices associated with the 20th and 40th percentiles. Students with an index above the 40th percentile for their grade are placed into Tier 1. Students with an index at or below the 20th percentile are placed into Tier 3. These tiers are used to guide educators in determining the level of instruction for each student. That is, students classified as:

A year-to-year history of ISIP results is available. Administrators, principals, and teachers may use their reports to evaluate and modify curriculum, interventions, AYP progress, the effectiveness of professional development, and personnel performance.

- Tier 1 [redacted].
- Tier 2 [redacted]
- Tier 3 [redacted]

Students who are classified as Tier 2 across all subtests should be considered to be having comprehensive reading difficulties and should receive Tier 3 instruction.

Grade Level Equivalencies

Grade Level Equivalencies are scores based on the performance of students in the 2013–2014 norming group. The grade level equivalent (GE) represents the grade level and month of the typical score for students taking ISIP. If a student receives a GE of 2.4, this means that the student earned a score similar to the 50th percentile students in the test's norming group who were in their fourth month of Grade 2.

The grade level equivalent does not represent the appropriate level of instructional material with which a student should be placed. Grade level equivalencies should never be interpreted literally, but rather as a rough estimate of a student's grade level performance.

Difference Between Ability Index Scores and Grade Level Equivalencies

There are basic differences between Ability Index Scores and Grade Level Equivalencies. The Ability Indices represent a student's performance on a measurement scale of skill and reading ability. In contrast, the grade level equivalent represents a student's performance in comparison to students who were in the norming group.

Growth

Growth within ISIP can be defined as an increased change in the student's score and improvement in ability over time. District, school, and student growth can be viewed on various ISIP reports.

Lexile® Reader Measures

Istation has partnered with MetaMetrics®, developer of the widely adopted Lexile® Framework for Reading to link student comprehension scores from ISIP to the Lexile scale. Students are given a Lexile reader measure every time they take the ISIP Early Reading comprehension subtest. The comprehension subtest is typically given to students in Grade 1 through Grade 3.

The added use of Lexile measures in assessments enhances Istation's ability to provide an effective metric for differentiating instruction, and monitoring progress toward state and national proficiency standards. Teachers now have more data to match readers to texts without any additional testing. Because Lexile measures place readers and texts on a common scale, teachers and parents are able to match students with appropriately challenging reading materials.

Using and Interpreting ISIP Reports

The technology underlying ISIP delivers computer-based assessments, real-time evaluation of results, and immediate availability of reports on student progress. Assessment reports automatically group students according to the level of skill and support needed. Teachers are provided links to teacher-directed plans of instruction, downloadable lessons, and materials appropriate for each group.

Data is provided in both graphical and detailed numerical formats on every measure and at every level of a district's reporting hierarchy. Data is seamlessly and securely shared by users within the district, based upon authorization levels. Data may be shared with state information systems if requested by a school district. Individual student information can be provided to parents or guardians of students tested.

Istation provides the following ISIP Reports:

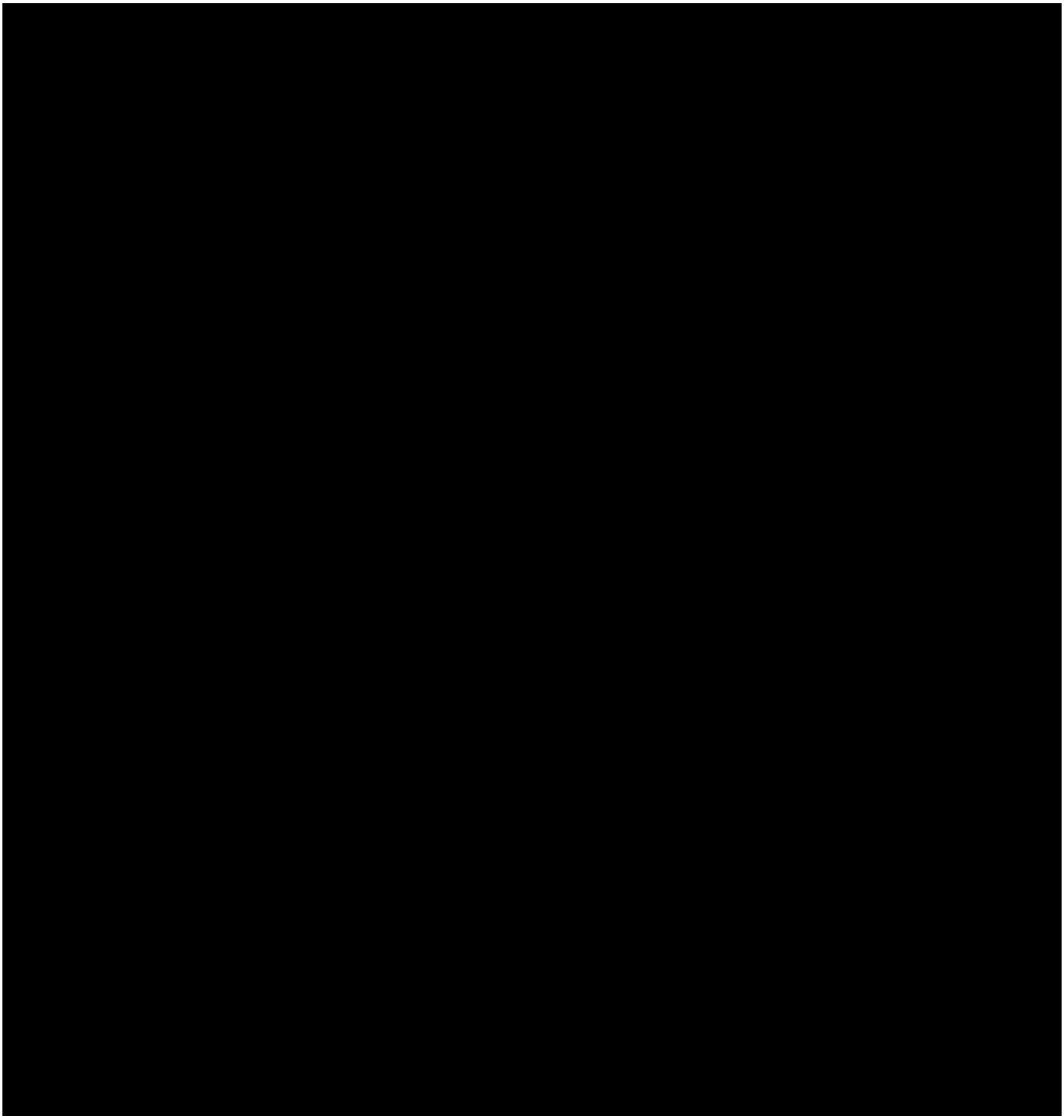
Report Title	Description	Target Users
Executive Summary	The Executive Summary Report provides a brief overview of the current ISIP assessment. This report is available only to manager accounts and provides information only for the school or district level.	• Managers (at campus, district, or area)
Distribution	The Distribution Report shows the number of students performing in ranges of ability.	• Managers (at campus, district, or area)

Summary	The ISIP Summary Report shows the number and percentage of students at each instructional tier for the current month.	• Teachers • Managers (at campus, district, or area)
Tier Movement	The Tier Movement Report shows a comparison of the number and percentage of students who were categorized at each instructional tier of Tier I, Tier II, Tier III through the current month.	• Teachers • Managers (at campus, district, or area)
Skill Growth	The Skill Growth Reports show each skill assessed and the progress made by the students through the current month as measured against performance goals.	• Teachers • Managers (at campus, district, or area)
Skill Growth by Tier	The Skill Growth by Tier Reports show each skill assessed and the progress made by the students through the current month as measured against performance goals within tier groups.	• Teachers • Managers (at campus, district, or area)
Priority	The Priority Report alerts teachers of students needing additional support, and provides lessons based on demonstrated weaknesses.	• Teachers
Priority Summary	The Priority Summary Report, available to manager level users only, summarizes the use of the Priority Report by averaging how many days it has taken to acknowledge student alerts on the Priority Report.	• Managers (at campus, district, or area)
Priority Report – Student Intervention History	The Priority Report-Student Intervention History is a history of Priority Report alerts for a student, including those from current and prior school years.	• Teachers • Managers (at campus, district, or area)
Student Summary Handout	The Student Summary Handout provides student performance data from the most recently completed ISIP assessment.	• Teachers • Parents

District, Area, School, and Classroom Level Reports

Executive Summary Report

The Executive Summary Report provides a brief overview of the current ISIP assessment. This report is only available to manager accounts and only provides information for the school or district level.



Distribution Report

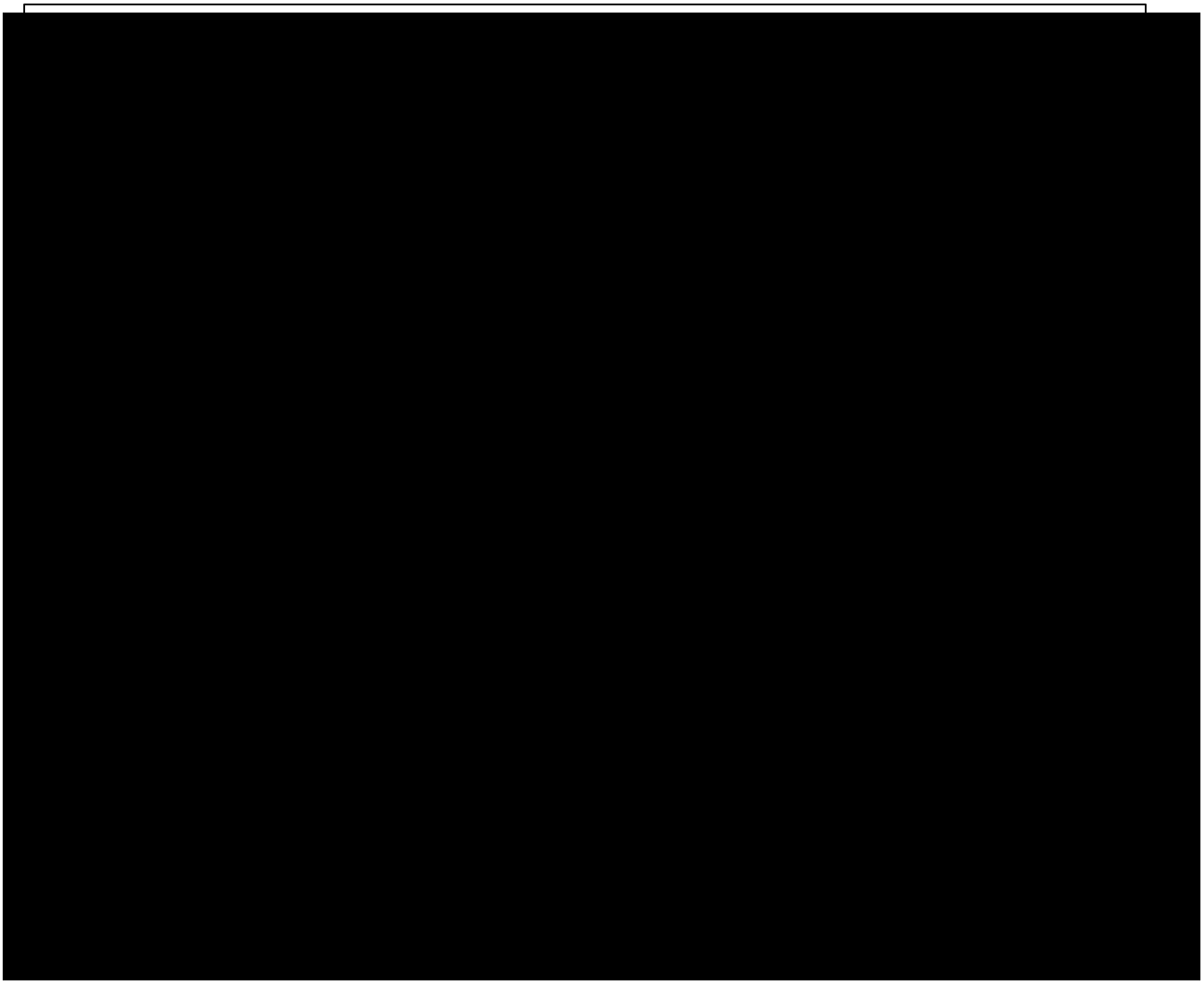
The Distribution Report shows the number of students performing by ranges of ability scores. This report can be viewed by overall ability and individual subtests. Ability indices, instructional tiers, and percentile ranks are listed in a table below the graph. This report can be used to observe the shape of the distribution and to identify groups of students in need of additional support.

Summary Report

The Summary Report shows the number and percentage of students at each of three instructional tiers: Tier 1 – no risk (above the 40th percentile), Tier 2 – some risk (between the 21-40th percentile), and Tier 3 – at risk (20th percentile and below). This report may be used by district administrators, principals, or teachers to project year-end outcomes and to judge the effectiveness of instruction. The Summary Report can also be used by administrators to determine which principals and teachers face the greatest challenges. This information can aid in making important decisions about the best use of resources, including the need for professional development.

Tier Movement Report

This report shows a comparison of the number and percentage of students who were categorized at each instructional tier of Tier 1, Tier 2, and Tier 3 through the current month. Assessments are given each month to monitor growth in critical skills. This report is used to evaluate student growth over the school year.



Skill Growth Report

This report shows the progress made in each skill for all assessment periods to date. Progress is measured against performance goals. This report provides an excellent visual representation of the level of support needed.

This report may be used by district administrators, principals, and teachers to evaluate instructional supports and determine if modifications to the instructional plan should be considered. If progress is below goal for several consecutive assessments, the instructional plan should be re-evaluated. Only when progress exceeds goal are the instructional supports considered sufficient. This report is used to monitor the classroom's progress in skill acquisition, determine the need for whole-group instruction, identify the level of student support needed, evaluate the effectiveness of instructional support, and discuss student performance in Parent/Teacher conferences.

Skill Growth by Tier Report

The Skill Growth by Tier Report shows how students identified in each tier at the beginning of the year progress in each skill assessed as a group. Even if students change tier classification individually, their group designation for this report is based on their first assessment so that this report accurately reflects the progress of each tier group based on who was in that group at the beginning of the year. The values plotted on the graph are the average student performance for Tier 1, Tier 2, and Tier 3 students. This report is used to monitor the classroom's tier movement by skill and overall reading ability, monitor the classroom's progress in skill acquisition, identify the level of student support needed, and evaluate the effectiveness of instructional support.

Priority Summary Report

The Priority Summary Report, available to manager level users only, summarizes the use of the Priority Report (see description below) by averaging the number of Priority Report alerts and how many days it has taken to acknowledge student alerts on the Priority Report.

Classroom and Student Level Reports

Priority Report

This report automatically alerts teachers to students in need of instructional support. Students are grouped according to risk level and skill need. Links are provided to teacher-directed plans of instruction and downloadable lessons and materials appropriate for each group. When student performance on assessments is below goal for several consecutive assessment periods, teachers are further notified. This is done to raise teacher concern and signal the need to consider additional or different forms of instruction. Where students have not participated fully in the assessment plan or are non-responsive to intervention and continue to show weakness, recommendations may be made to consider the use of diagnostic tests.

A complete history of Priority Report notifications, including those from the current year and all prior years, is maintained for each student. This report has a feature with which teachers may acknowledge that suggested interventions have been provided. A record of these interventions is maintained with the student history as an Intervention Audit Trail. This history can be used for special education Individual Education Plans (IEPs) and in Response to Intervention (RTI) models of instruction. The combination of progress monitoring data and a record of specific interventions proves to be a practical, clear picture of how a student is responding to intervention.

Priority Report—Student Intervention History

This report is a history of identified skill weaknesses for a student, including those from the current and prior school years. The recommended teacher-directed lessons for intervention are listed, along with the level of difficulty the student had with the identified skill or skills.

If a recommended teacher-directed lesson was delivered as an intervention and the teacher clicked the Intervention Lesson Delivered button on the Priority Report, the date will be listed. Teachers also have the option of adding an intervention note. This optional note is an opportunity for teachers to give additional information about student progress and interventions delivered for RTI purposes. This type of anecdotal record can be beneficial to those evaluating a student's overall instructional plan.

Student Summary Handout

This report provides a summary of student performance for the current school year. All completed ISIP assessments, all cycle-based curriculum assessments and practice activities, current Priority Report alerts, Lexile Reader measure, and usage information are all provided on this report.

This report is used to evaluate the student intervention plan, identify student skill weaknesses, discuss student performance with administrators, and plan for Parent/Teacher conferences.

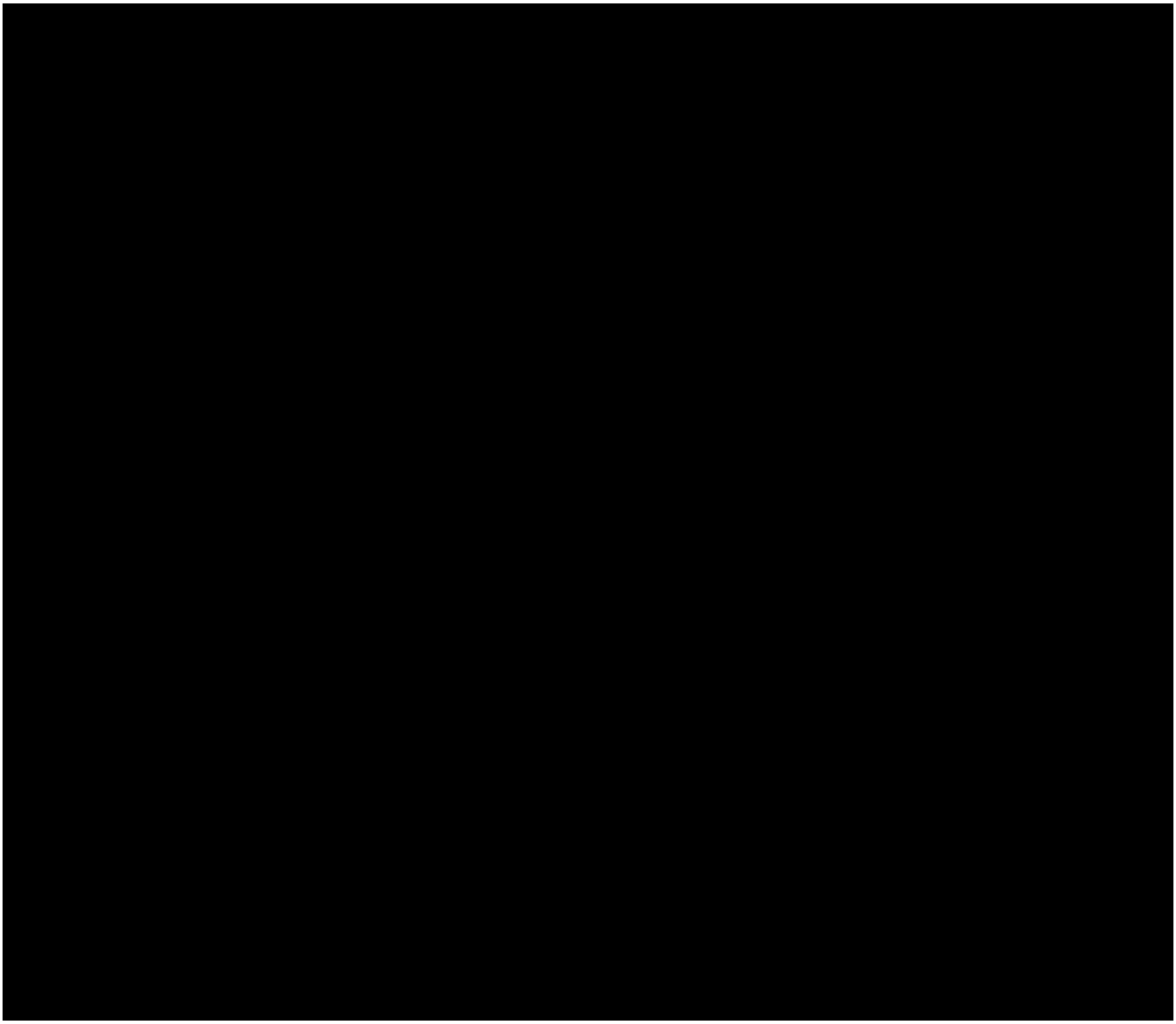
Navigating ISIP Reports

ISIP reports are immediately accessible online at www.istation.com to administrators and teachers by logging in with their unique username and password.

Upon login, administrators and teachers have the option to view the ISIP Reports Homepage. This page provides an overview and easy access to all reports available on the Istation Reports website. Descriptions and thumbnail images are available to help direct users to the desired report.

Accessing Downloadable Lessons

Teachers can access recommended teacher-directed lessons by clicking links to lessons under the Recommended Teacher-Directed Lessons headings on the Priority Report. Additional teacher-directed plans of instruction and downloadable lessons and materials are available in the Teacher Resources section of the Istation Reports website.



Using and Interpreting ISIP Reports

Providing administrators, teachers, and parents with timely student data is the key ingredient to linking ISIP Early Math and ISIP Math assessment results to instructional planning. In any data-driven or results-oriented model of instruction, the needs are the same:

- information that will assist in the identification of students who need additional support or different forms of support in order to achieve mathematics' goals
- ongoing information on student performance against goals that will assist in evaluating the effectiveness of instruction and in developing and modifying instructional plans that can change mathematics outcomes for students at risk of failure
- information that will assist in the evaluation of instruction and instructional supports at all levels – district, area, school, and classroom – and from year to year, which can inform decisions about allocating resources and efforts.

What is lacking in existing models is the availability of data early enough in assessment-instruction decision loops. When learning builds on prior concepts, the teacher must know quickly who is struggling and whether existing instructional methods are effective in preventing students from falling further and further behind. Only when data results in timely remedial actions can it significantly affect outcomes.

Understanding ISIP Scores

ISIP Early Math and ISIP Math integrate computerized adaptive testing that accurately reflects the math ability level of each student and measures growth over time. When administered regularly over time, it is possible to observe whether a student, or an entire classroom, district, or school, is making adequate progress in critical mathematics areas. Adaptive assessments use interactive content to measure a student's mathematical ability.

ISIP Early Math test items were identified as easy, medium, or difficult with regard to relative ease of each question for students in grades Pre-K through G1. ISIP Math test items were identified as easy/medium/difficult with regard to relative ease of each question for students in Grades 2-8.

To identify the student's overall math ability, the difficulty of the test questions presented changes with every response. If a student answers questions correctly, ISIP Early Math and ISIP Math present more challenging questions until the student shows mastery or responds with an incorrect answer. When a student answers a question incorrectly, ISIP presents less difficult questions until the student begins answering correctly again. The ability score is an estimate of the student's mathematical ability. It shows how a student is doing compared to his or her previous performance and to other students at the same grade level.

Ability Index

ISIP Early Math and ISIP Math assessments use a measurement scale that aligns student performance levels with test question levels of difficulty on the same scale. The scale is divided into equal parts. These parts are called ability indices. All test questions are placed on the ability index scale according to their difficulty. Each increasing ability index is assigned a numeric value that indicates a higher level of difficulty. As a student takes an ISIP Early Math or ISIP Math assessment, he or she is presented with test questions of varying ability indices or levels of difficulty. Once ISIP determines the difficulty level at which the student is able to perform, the test ends and the student is assigned an overall math ability index.

ISIP Early Math and ISIP Math are adaptive within a student's grade level and the test questions are displayed based on student performance within his /her grade level. The student's overall mathematical ability index is used as the dividing line to determine students potentially at risk. Criteria become progressively more difficult with each assessment period. This ability index can be used by teachers to form instruction around their students' strengths and weaknesses. Targeted instruction leads to better performance and maximum growth.

Normative Data

National norms for ISIP Early Reading are provided for students in Pre-Kindergarten through Grade 3. National norms for ISIP Math are provided for students in Pre-Kindergarten through Grade 2. These norms enable teachers and parents to know how their students' scores compare with a nationally representative sample of children in their particular grade. The norming samples were obtained as part of Istation's ongoing research in assessing reading ability.

The samples were drawn from enrolled ISIP Early Reading and ISIP Math users. Student percentile ranks were established using the monthly overall ability index, as well as the ability index for each ISIP subtest, where applicable.

If a student scores at the 75th percentile; for example, it would mean that the student performed better than 75 percent of the students in the norm group. This allows for student performance to be compared to a reasonable control group, and provide a fair assessment of their reading and math abilities.

Instructional Tier Goals

Consistent with other math assessments, Istation has defined a three-tier normative grouping based on indices associated with the 20th and 40th percentiles. Students with an index above the 40th percentile for their grade are placed into Tier 1. Students with an index below the 20th percentile are placed into Tier 3. These tiers are used to guide educators in determining the level of instruction for each student. That is,

students classified as:

- Tier 1 (40th percentile and above) are on track to meet grade level expectations.
- Tier 2 (between 21st and 39th percentile) are at some risk, are performing moderately below grade level, and are in need of intervention.
- Tier 3 (20th percentile and below) are at risk, are performing seriously below grade level, and are in need of intensive intervention.

Growth

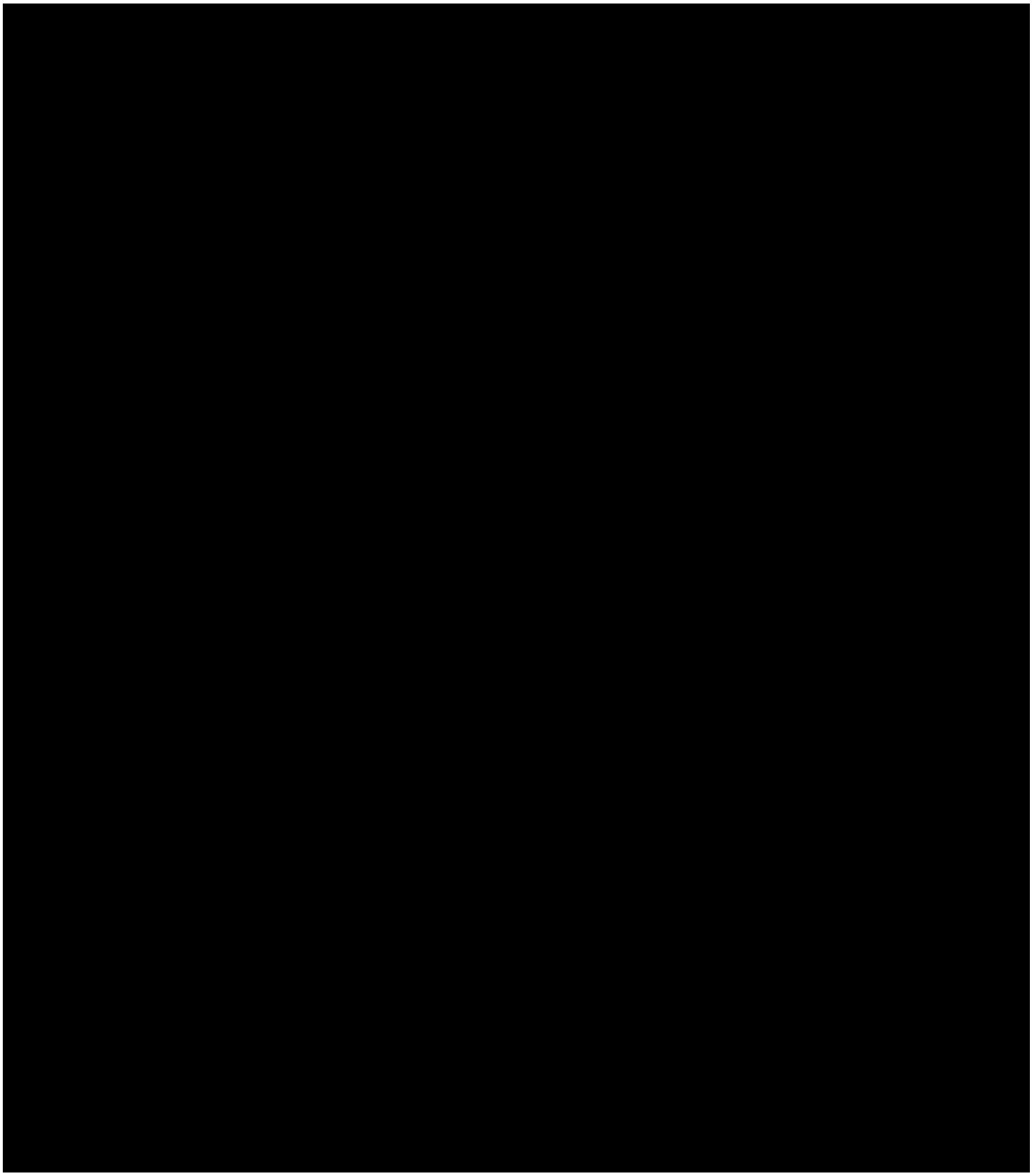
Growth within ISIP can be defined as an increased change in the student's score and improvement in ability over time. District, school, and student growth can be viewed on various ISIP reports.

Using and Interpreting ISIP Reports

The technology underlying ISIP delivers computer-based assessments, real-time evaluation of results, and immediate availability of reports on student progress. Assessment reports automatically group students according to the level of ability and support needed. Teachers are provided links to teacher-directed plans of instruction, downloadable lessons, and materials appropriate for each group.

Data is provided in both graphical and detailed numerical formats on every measure and at every level of a district's reporting hierarchy. Data is seamlessly and securely shared by users within the district, based upon authorization levels. Data may be shared with state information systems if requested by a school district. Individual student information can be provided to parents or guardians of students tested.

Istation provides the following ISIP Reports:



District, Area, School, and Classroom Level Reports

Executive Summary Report

The Executive Summary Report provides a brief overview of the current ISIP assessment. This report is only available to manager accounts and only provides information for the school or district level.

Distribution Report

The Distribution Report shows the number of students performing by ranges of ability scores. Ability indices, instructional tiers, and percentile ranks are listed in a table below the graph. This report can be used to observe the shape of the distribution and to identify groups of students in need of additional support.

Summary Report

The Summary Report shows the number and percentage of students at each of three instructional tiers: Tier 1 – on track (above the 40th percentile), Tier 2 – some risk (between the 21-40th percentile), and Tier 3 – at risk (20th percentile and below). This report may be used by district administrators, principals, or teachers to project year-end outcomes and to judge the effectiveness of instruction. The Summary Report can also be used by administrators to determine which campuses and teachers face the greatest challenges. This information can aid in making important decisions about the best use of resources, including the need for professional development.

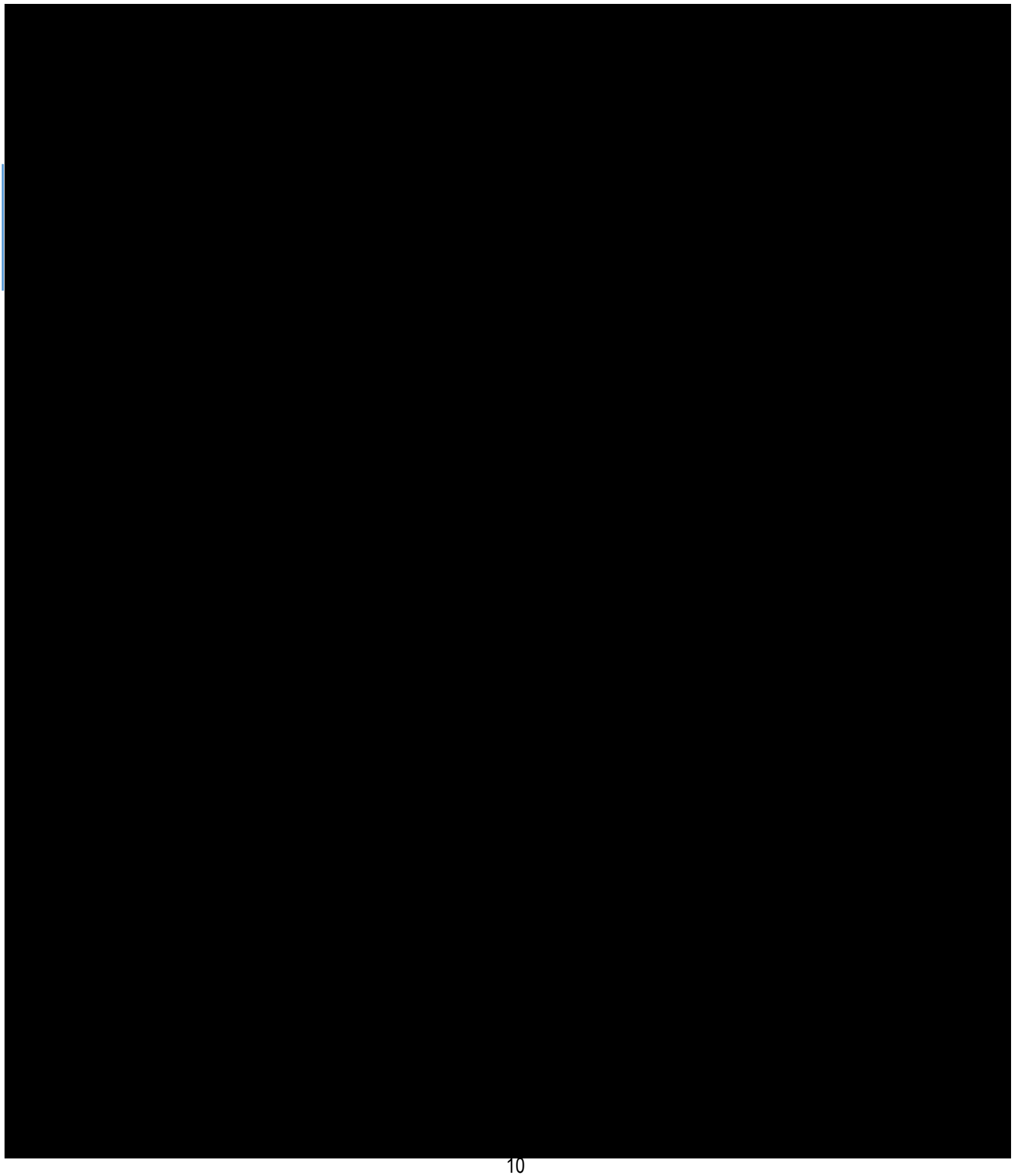
Tier Movement Report

This report shows a comparison of the number and percentage of students who were categorized at each instructional tier of Tier 1, Tier 2, and Tier 3 through the current month. Assessments are given each month to monitor growth in critical skills. This report is used to evaluate student growth over the school year.

Ability Growth Report

This report shows the progress made in ability for all assessment periods to date. This report can be run at the grade level, classroom, and individual student level. Progress is measured against performance goals. This report provides an excellent visual representation of the level of support needed.

This report may be used by district administrators, principals, and teachers to evaluate instructional supports and determine if modifications to the instructional plan should be considered. If progress is below goal for several consecutive assessments, the instructional plan should be re-evaluated. Only when progress exceeds goal are the instructional supports considered sufficient. This report is used to monitor the classroom's progress in math ability, determine the need for whole-group instruction, identify the level of student support needed, evaluate the effectiveness of instructional support, and discuss student performance in Parent/Teacher conferences.



Ability Growth by Tier Report

The Ability Growth by Tier Report shows how students identified in each tier at the beginning of the year progress in math ability assessed as a group. Even if students change tier classification individually, their group designation for this report is based on their first assessment. Therefore, this report reflects the progress of each tier group based on the students in that group at the beginning of the year. The values plotted on the graph are the average student performance for Tier 1, Tier 2, and Tier 3 students. This report is used to monitor the classroom's tier movement and progress in math ability, identify the level of student support needed, and evaluate the effectiveness of instructional support.

Priority Summary Report

The Priority Summary Report, available to manager level users only, summarizes the use of the Priority Report (see description below) by averaging the number of Priority Report alerts and how many days it has taken to acknowledge student alerts on the Priority Report.

Assessment Completion

The Assessment Completion Report, available to manager level users only, shows which students have completed the assessment for the reporting period.

Classroom and Student Level Reports

Priority Report

This report automatically alerts teachers to students in need of instructional support. Links are provided to teacher-directed plans of instruction and downloadable lessons and materials. When student performance on assessments is below goal for several consecutive assessment periods, teachers are further notified. This is done to raise teacher concern and signal the need to consider additional or different forms of instruction. Where students have not participated fully in the assessment plan or are non-responsive to intervention and continue to show weakness, recommendations may be made to consider the use of diagnostic tests.

A complete history of Priority Report notifications, including those from the current year and all prior years, is maintained for each student. This report has a feature teachers can use to acknowledge and document any teacher-led interventions after they are provided. A record of these interventions is maintained with the student history as an Intervention Audit Trail. This history can be used for special education Individual Education Plans (IEPs) and in Response to Intervention (RTI) models of instruction. The combination of progress monitoring data and a record of specific interventions proves to be a practical, clear picture of how a student is responding to intervention.

Priority Report—Student Intervention History

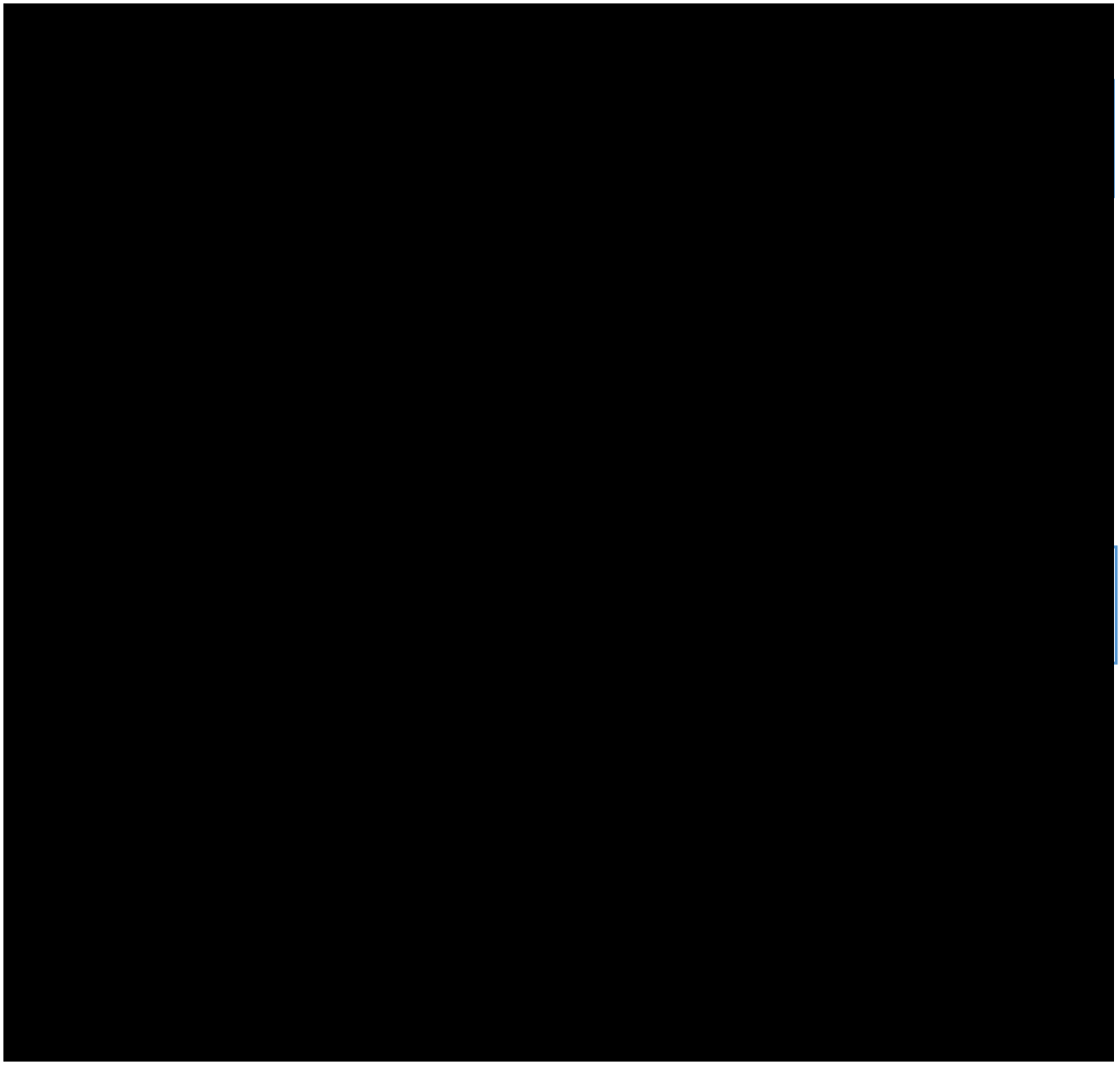
This report is a history of identified math ability weaknesses for a student, including those from the current and prior school years. The recommended teacher-directed lessons for intervention are listed, along with the level of difficulty the student demonstrated.

If a teacher-directed lesson was delivered, and the teacher documented on the Priority Report, the date will be listed. Teachers also have the option of adding an intervention note. This optional note is an opportunity for teachers to give additional information about student progress and interventions delivered for RTI purposes. This type of anecdotal record can be beneficial to those evaluating a student's overall instructional plan.

Student Summary Handout

This report provides a summary of individual student ISIP Math performance for the current school year. The student's current ISIP Math Score, Ability Growth for all completed ISIP assessments, and current Priority Report alerts are displayed.

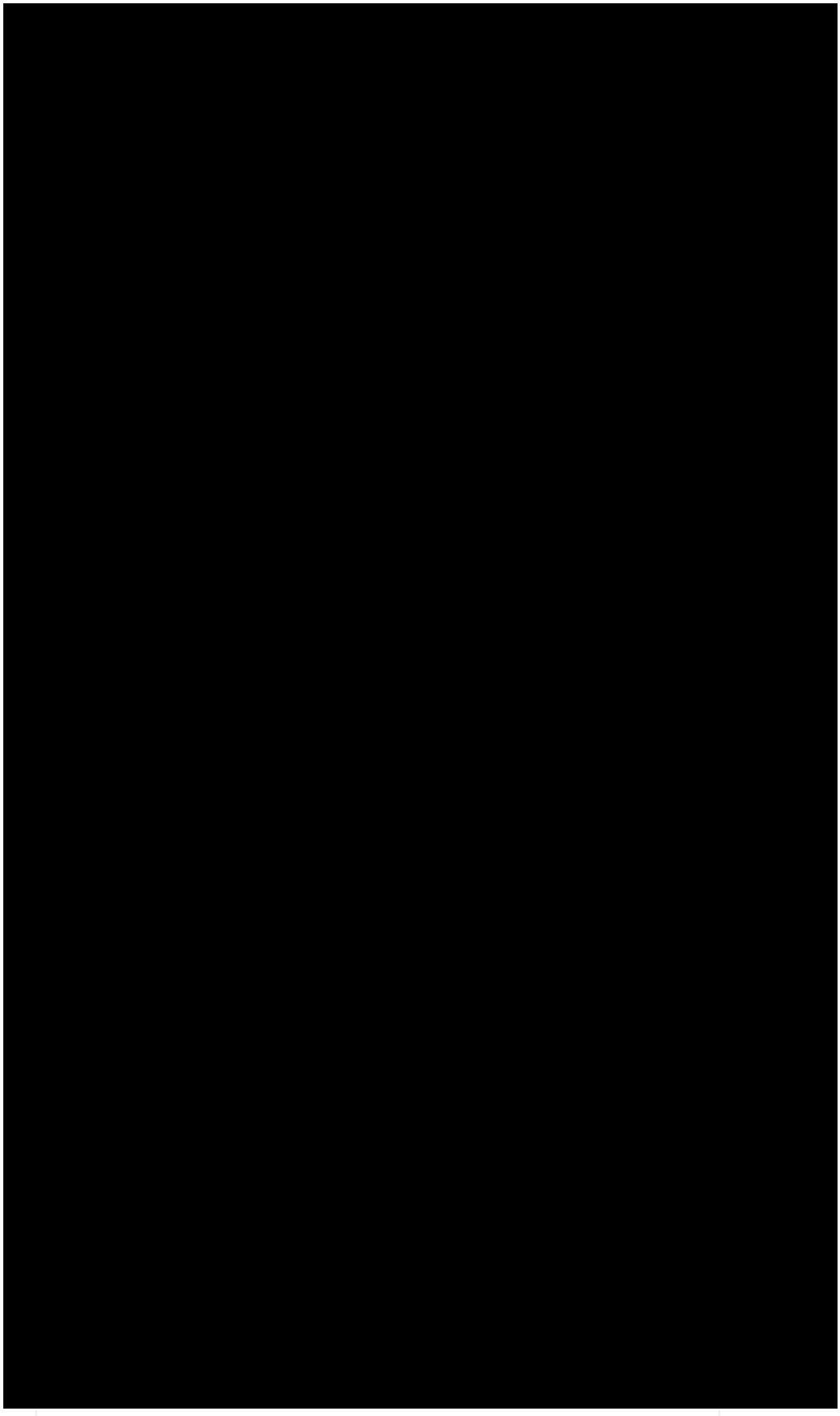
This report is used to evaluate the student intervention plan, discuss student performance with administrators, and plan for Parent/Teacher conferences.



Navigating ISIP Reports

ISIP reports are immediately accessible online at www.istation.com to administrators and teachers by logging in with their unique username and password.

Upon login, administrators and teachers have the option to view the ISIP Reports Homepage. This page provides an overview and easy access to all reports available on the Istation Reports website. Descriptions and thumbnail images are available to help direct users to the desired report.

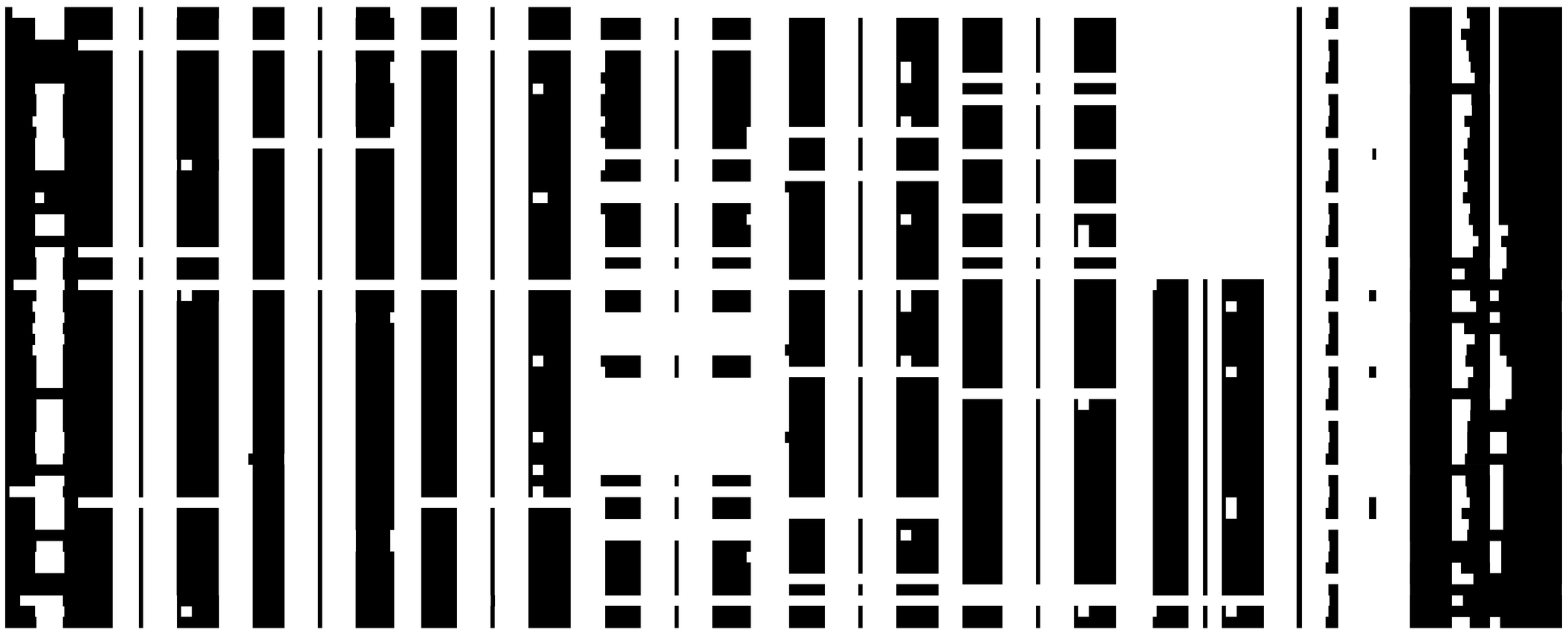


Accessing Downloadable Lessons

Teachers can access teacher-directed lessons by clicking links to lessons under the Recommended Teacher-Directed Lessons headings on the Priority Report. Additional teacher-directed plans of instruction and downloadable lessons and materials are available in the Teacher Resources section of the Istation Reports website.

STU_STATI	LNAME	FNAME	DOMAIN	GRADE	GENDER	RACE	ISIP_ACCO	September	Septe	Septe	September_ADMIN_	October_S	October_C	October_T	October_ADMIN_I	November	November	November	November_ADMIN_	December	December	December	December_ADMIN_	January_S(	January_O	January_TI	January_ADMIN_	February_!	February_(	February_'	February_ADMIN_	March_SC(	March_OV	March_1	March_AI	ROI	ROI_SLOPE

[redacted]

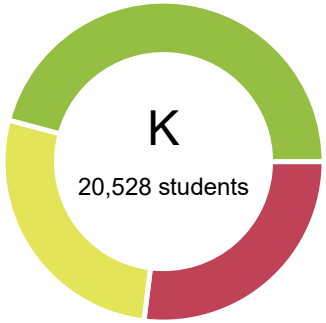


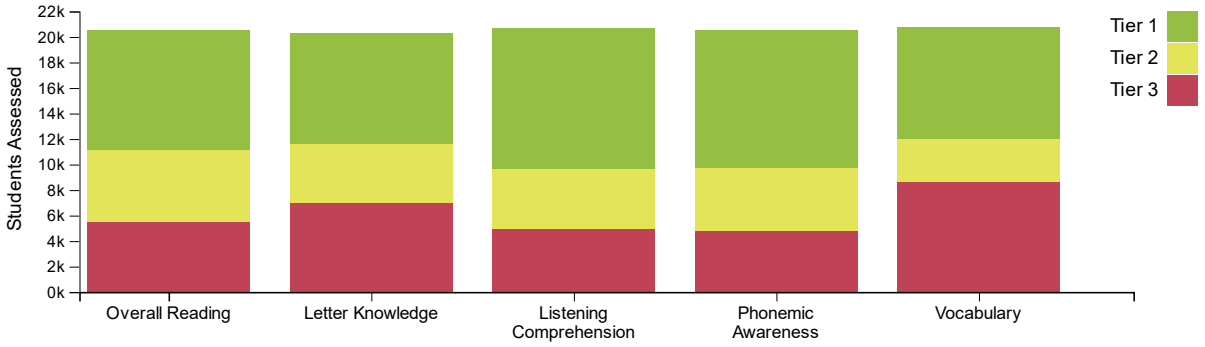
Demo State

Assessment Metrics

Enrollment Metrics

Assessment Metrics: Results by Grade for ISIP Reading in March for K





Details For State

X

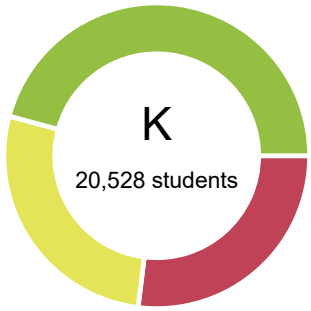
District/Campus	Tier	Overall Reading	Letter Knowledge	Listening Comprehension	Phonemic Awareness	Vocabulary
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

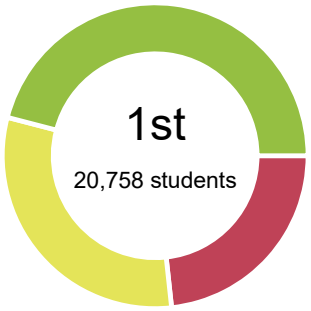
Demo State

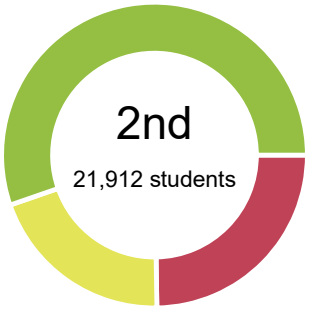
Assessment Metrics

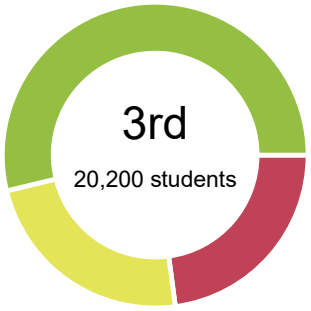
Enrollment Metrics

Assessment Metrics: Results by Grade for ISIP Reading in March for All Grades









Details For State

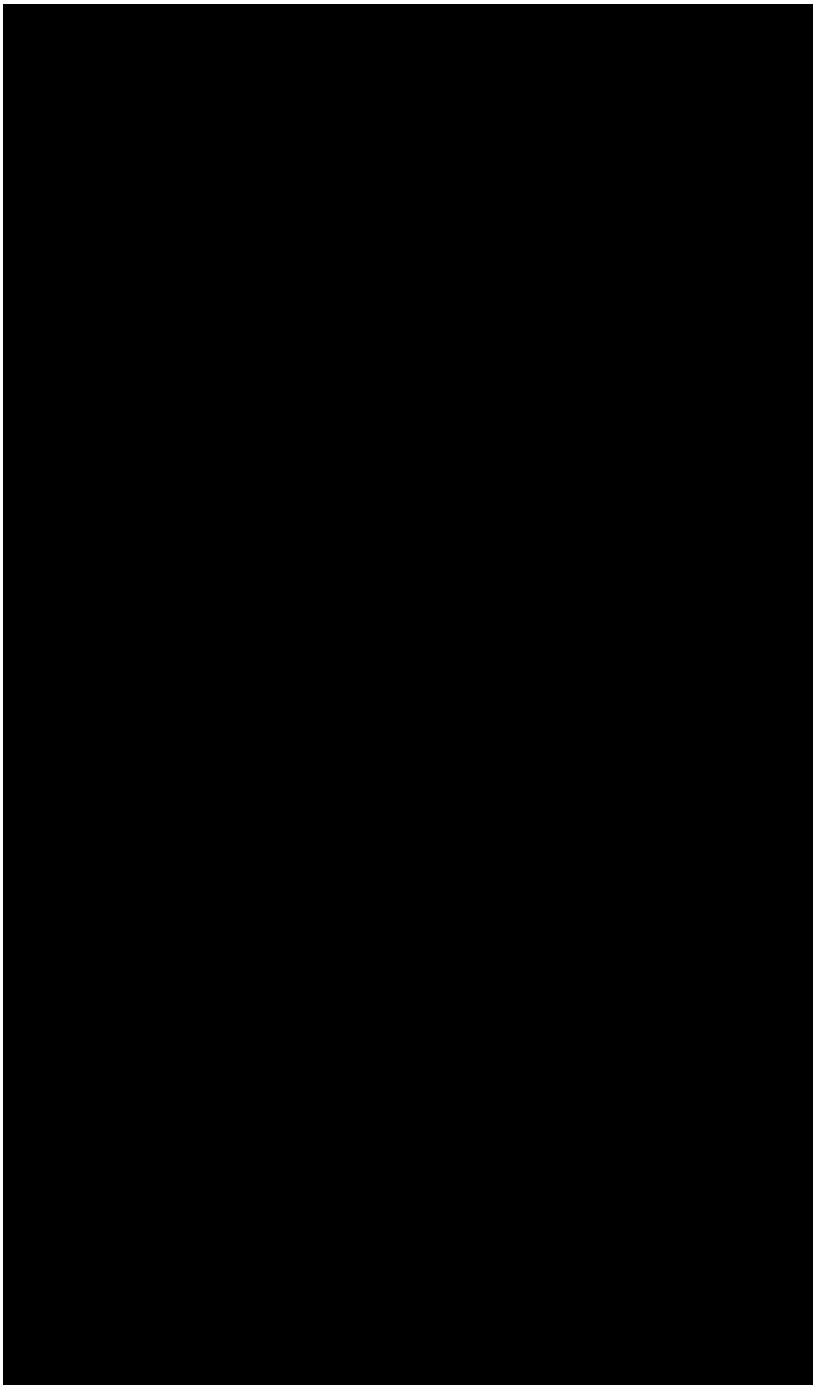
District/Campus	Tier 1	Tier 2	Tier 3
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	48 (65%)	16 (22%)	[redacted]

Examples of Reports

Priority Report- “The Teacher’s Pet”

The ISIP Priority Report is a teacher favorite due to its ability to automatically groups students who fail to answer a sufficient number of items within a skill set or domain. The structure and functionality of the Priority Report is based on a set of student performance level descriptors or tiers, grouped by grade level and domain. The results reported in these Priority Reports link to more than 2000 lesson plans literacy development aimed to help students performing in three levels of risk, thus promoting small group instruction and intervention practices for struggling readers.

A complete history of Priority Report notifications, including those from the current year and all prior years, is maintained for each student. On the report, teachers may acknowledge that suggested interventions have been provided. A record of these interventions is maintained with the student history as an Intervention Audit Trail. This history can be used for special education individualized education program (IEP) and in Response to Intervention (RTI), or other models of instruction that require modifications of a student’s instructional plan.



Priority Reports and other student progress monitoring reports are available in both English and Spanish and include the Lexile Trend Report, Skill Growth Report, Skill Growth Tier Report and the Tier Movement Report.

Skill Growth Report

The skill growth report is used to:

- Monitor classroom progress in skill acquisition
- Determine the need for whole-group instruction
- Identify the level of student support needed
- Evaluate the effectiveness of instructional support
- Discuss student performance in Parent/Teacher conferences

This report shows the progress made in each skill for all assessment periods to date and it measures progress against performance goals in skill acquisition. The report may be used by district administrators, principals, and teachers to evaluate instructional supports and determine if modifications to the instructional plan should be considered.

Skill Growth by Tier Report

The Skill Growth by Tier Report shows how students identified in each tier at the beginning of the year progress in each skill assessed as a group. Even if students change tier classification individually, their group designation for this report is based on their first assessment so that this report accurately reflects the progress of each tier group based on who was in that group at the beginning of the year.

This report is used to

- monitor the classroom's tier movement by skill and overall reading ability,
- monitor the classroom's progress in skill acquisition,
- identify the level of student support needed, and
- evaluate the effectiveness of instructional support.

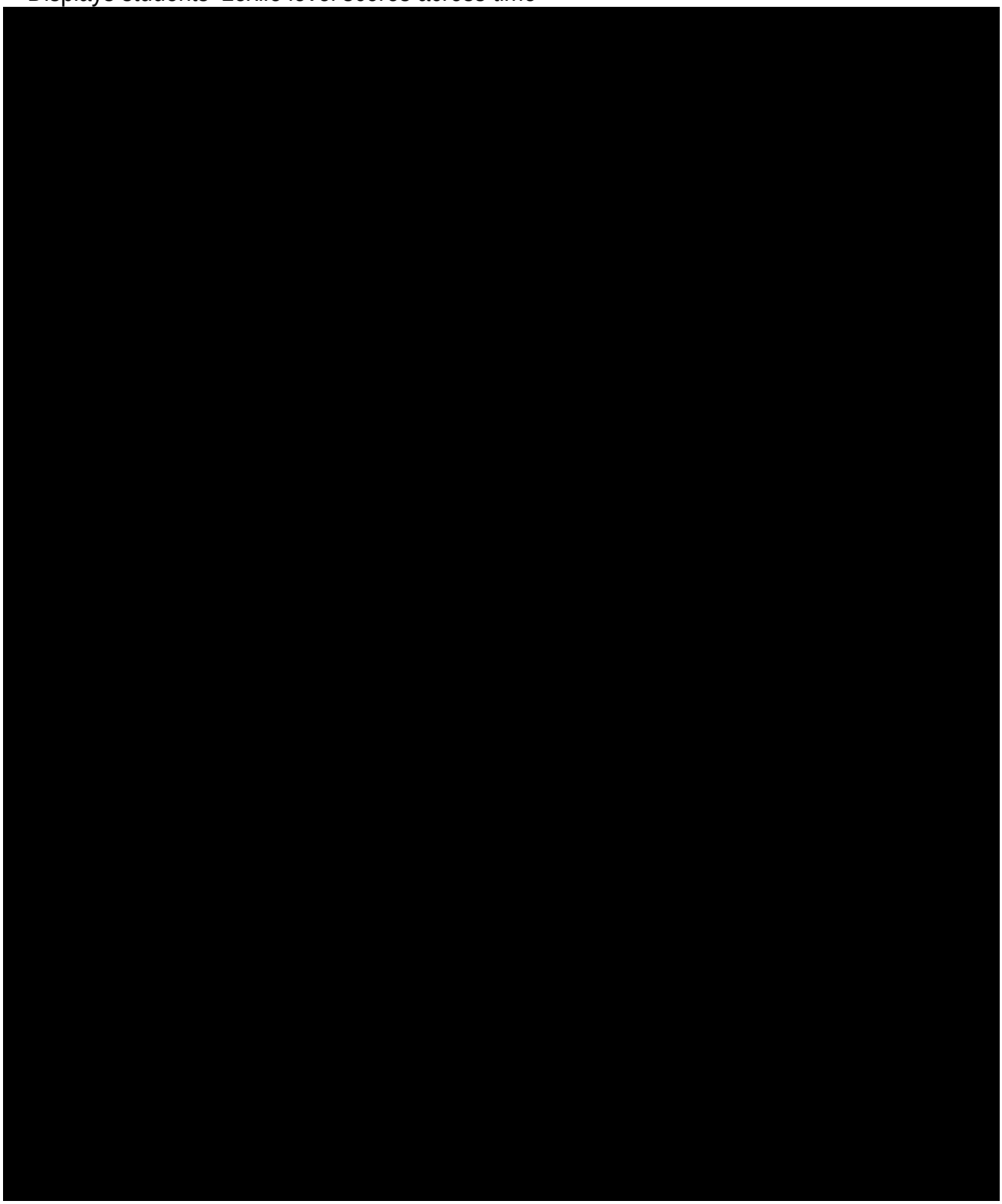
The values plotted on the graph are the average student performance for Tier 1, Tier 2, and Tier 3 students.

Tier Movement Report

A comparison of the number and percentage of students who were categorized at each instructional tier (Tiers I, II, III) through the current month is shown using the Tier Movement Report. Assessments are given each month to monitor growth in critical skills and this report may be used to evaluate student growth over the school year.

Lexile Trend Report

Displays students' Lexile level scores across time



Using Istation reports, teachers have the ability to analyze reading errors and patterns of errors by looking at student's Reading Comprehension subtest during the time students are reading paragraphs and choosing the best answer for the last word. Observing choices, the student selects, a teacher can determine what types of reading errors are occurring: meaning, structural analysis, or visual.